

Inspection report for early years provision

Unique reference number	EY378326
Inspection date	10/02/2009
Inspector	Shazaad Arshad
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and child aged two years in Brighouse. The lounge on the ground floor of the home is used for childminding, children use the en-suite bathroom on the first floor. Children use the front garden for outdoor play. Local amenities, such as schools, shops and public play areas are all within walking distance. The childminder is registered to care for a maximum of five children under the age of eight years at any one time, and this includes two places for children in the Early Years Foundation Stage. The setting also makes provision for older children, which is registered on the voluntary and compulsory parts of the Childcare Register. The children occupying these places share the same facilities as the children in the early years age range. The childminder is currently caring for two children, both of whom are under five years. The children all attend on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are very comfortable and settled. They play well together, freely enjoying the learning environment and resources. There are adequate systems in place to promote inclusion and the environment is well organised so that children can easily access plenty of toys and equipment independently. Links with parents are being developed and provide consistency in the children's care. The childminder knows each child, their interests and their capabilities well and uses the Early Years Foundation Stage framework to observe and assess the children's development. She is adequately using this framework to reflect on her practice in order to accurately target areas for development and focus her future plans.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of observation and assessment to further identify children's next steps in their learning
- continue to develop the self-evaluation system to monitor the provision and identify key strengths and areas for improvement
- continue to develop the risk assessment procedures to include the date of all reviews and any action following a review or incident and a full assessment of all outings undertaken with the children.

The leadership and management of the early years provision

The childminder adequately puts into practice a range of clearly, written policies and procedures, which she shares with parents to inform them about her service. She is developing closer partnerships with parents through sharing details on a

daily basis about their child's daily activities, care and achievements. The exchange of information about their child's changing home routines, especially for sleep, and individual care and development needs ensures that daily activities are closely matched to each child's stage of progression. Children enjoy their early learning experiences as the childminder plans her day to promote their individual learning and development as effectively as possible. However, the next steps in their learning are not clearly highlighted and planned for.

The home is warm and children have sufficient space to play with the range of toys and resources, which are stored accessibly in the areas used for childminding. The equipment is equally available to boys and girls and gives children opportunity to develop confidence, independence and decision making skills. Children move safely and freely around the secure home. The childminder uses her written risk assessments to note appropriate steps taken to minimise any identified potential hazards, inside and outside her setting. However, she does not show the regularity of the checks in order to maintain the safe provision. The childminder has a very clear understanding of child protection issues and procedures in order to safeguard children's welfare. She is starting to focus the evaluation of her practice by using the Ofsted self-evaluation form as a basis of on-going review. These assist her in accurately identifying areas where she can improve her provision and outcomes for children.

The quality and standards of the early years provision

Children enjoy a wide range of well balanced resources and activities, within the provision and during daily outings, which provide them with good opportunities to develop across all areas. Children attending are very confident and independent. The low numbers attending allow for care to be individually tailored to the needs of children. The children are kept healthy, safe, secure and their individual needs are met because they have a positive relationship with the childminder. Children develop confidence as they clearly enjoy themselves at the setting, using the range of stimulating and exciting range of toys and resources, and become interested and motivated. She follows children's specific and spontaneous interests and observes their play in order to extend their learning. For example, children thoroughly enjoy playing with the craft items and musical games. In order to ensure that she extends their enjoyment and provide good challenges, she discusses the different shapes, encouraging children's language and their ability to recognise colours and promote their problem-solving and numeric skills. In addition children's fine motor skills are constantly developing. The childminder interacts effectively with children, replying to their questions, asking questions to extend their learning and engaging them in conversation to support and promote their language and communication skills. As a result, young children's speech is suitably developing and older children chatter confidently during play. They play well together and the childminder quickly resolves minor disputes, particularly regarding sharing, according to the children's age and level of understanding.

Parents contribute to their children's learning through informal discussion and suggestions about their child's development and interests at home. Observations and photographs of children during play ensure that their individual needs are met.

Photographic evidence demonstrates children's achievements and progress in relation to the early learning goals

Children enjoy a safe and healthy environment where there is effective provision of activities, resources and information, through age-appropriate posters and discussion. This provides children with a sound basis to understand the benefits of a healthy lifestyle, their needs and the needs of others. Mealtimes are not rushed and the childminder recognises that some children need extra time to enjoy their food. Positive strategies are used to manage children's behaviour, incorporating safety issues as well. For example, children are aware that they must not injure others through throwing things or misusing the equipment. Sensitive explanations help children to understand the difference between right and wrong. As a result, children are well behaved. The childminder makes good use of the local community and children enjoy a range of trips and outings to develop their knowledge of the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.