

Inspection report for early years provision

Unique reference number	303555
Inspection date	23/06/2009
Inspector	Marina Anna Howarth
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 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 1998. She works with an assistant and her husband who is a registered childminder within the home. She lives with her husband and their daughter aged 14 years in Southowram, near Halifax. The whole of the ground floor is used for childminding; this comprises the living room and dining kitchen. Toilet facilities are located on the ground floor. There is an enclosed garden for outdoor play. There is one step leading to the premises.

The childminder is registered to care for a maximum of six children at any one time when working alone. She may care for a maximum of 12 children when working alongside her co-childminder. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll, 10 of whom are in the early years age group. The childminder takes and collects children to and from schools. Both childminders have equal responsibility for the childminding practice.

The family has two cats which are kept as pets.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder, her assistant and co-childminder provide a happy, welcoming environment for children of all ages. The childminder has an excellent knowledge of each child's individual needs and she promotes all aspects of children's welfare and learning. Children are safe and secure and relish the time and attention invested in them. Parents are kept well informed of their child's progress through the successful partnership that has been established. Children make good progress in their learning and the childminder and her co-childminder have effective systems in place to continually review and evaluate the quality of care they offer. However, the present assessment system is currently under review to ensure children continue to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems to identify learning priorities and plan relevant and motivating learning experiences for each child
- update the record of risk assessment to include any assessments of risks for outings and trips.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure valid public liability insurance is maintained for the provision (Suitable premises, environment and equipment) (also applies both parts of the Childcare

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Register).

The leadership and management of the early years provision

The childminder promotes successful working partnerships with parents because she works closely and cooperatively with them. She engages in daily discussions about their children's welfare and learning. A flexible induction is implemented where children are settled into the setting in accordance to their needs. As a result, children are happy and confident in the childminder's care. Discussions with parents demonstrate that they have a high regard for the good quality care their children receive from the childminder, her assistant and her co-childminder.

Effective communication systems enable the childminder to work effectively with her co-childminder. Routines are organised very well, ensuring that the individual needs of the children are considered and met effectively. Children are welcomed into a fun loving, stimulating, caring atmosphere, where they thrive on the individual attention they receive. The childminder, her co-childminder and their assistant work closely together planning stimulating activities and experiences for the children. Children's preferences and developmental abilities are considered when providing play opportunities and, as a result, children are making good progress in their learning.

The childminder is committed to her own professional development and strives to provide a high level of good quality childcare. There are clear policies and procedures in place which enhance the safety and welfare of the children in her care. Detailed risk assessments are conducted on a regular basis. However, although there is a record of risk assessments conducted on the childminder's premises there are no records for individual outings. The childminder demonstrates a history of having public liability insurance in place, however, this had recently expired. This is a specific legal requirement.

The childminder is familiar with all areas of the Early Years Foundation Stage and has completed mandatory training, including first aid and safeguarding training. As a result, she demonstrates a clear understanding of child protection procedures, which enables her to take appropriate action.

The quality and standards of the early years provision

Children are given plenty of opportunities to participate in a wide range of activities as the childminder demonstrates a good understanding of meeting children's individual needs. She observes what they do on a regular basis and uses this information to inform future planning. Her secure knowledge in the six areas of learning ensures that children receive a good balance of play provision enabling them to make progress in all areas. Children's personal interests are considered and the childminder is flexible in her approach to planning and, as a result, play is more meaningful to children as they confidently express themselves in their chosen activities. For example, children enjoy participating in role play as they pack their

bags and state they are going to 'the beach'; they explain that they have 'a bucket and spade' and they are 'going to buy an ice cream'. During the induction period the child's routine is discussed with the parents and this is reflected where possible into the childminder's routine. For example, children rest in accordance with their own needs.

Children have access to a clean and well maintained environment where emphasis is placed on their safety and well-being. For example, children are being made aware of their own safety as older children know they must be gentle with the younger children and ensure play equipment which may not be suitable for 'little ones' is kept out of reach. Children engage in discussions about road safety and are aware they must remain in the childminder's direct supervision at all times when on outings. Children confidently explain that when they play outside on a hot day, they must wear sun cream and a hat. Children are becoming independent learners as they help to count the required number of bowls for the fruit and use their own dusters and brushes to help tidy up. They demonstrate excellent manners and their behaviour is exemplary. For example, children play cooperatively together, taking turns and sharing. They take an active interest in each other and the childminder acts as a positive role model.

Children are developing high self-esteem as their artwork is displayed on the wall. They proudly show pictures they have made, explaining 'This is a man and when you press this button he will dance.' They are given the opportunity to form their own attachments with adults, which are dealt with sensitively. The childminder spends time playing with the children. She engages in games and activities which have been instigated and led by the children. Children clearly enjoy her enthusiasm and repeatedly involve her in their play. The childminder, co-childminder and their assistant engage in weekly planning meetings where they reflect on previous activities, discuss children's progress and interests and plan future activities. Currently, the childminder takes the main responsibility for completing learning journals. However, systems are currently in the process of being reviewed and developed. Planning incorporates outdoor play where children participate in a variety of team games, such as an egg and spoon race, sports day and imaginative play. They study bugs using magnifying glasses and identify different insects and helped to create a hedgehog habitat.

Children have excellent opportunities to enjoy a range of activities which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. They are aware that they must wash their hands after visiting the toilet, playing outside and before handling food. They do this spontaneously without prompts from the childminder. Young infants are protected from cross-infection through the effective systems in place for nappy changing. Children are learning the importance of healthy eating by visiting the local farm shop and selecting their own vegetables which they make into a soup. Meal times are promoted as relaxed social occasions where children sit together and talk with their peers. They comment on the shape of their sandwiches and count the plates. Older children are developing their independence as they pour their own drinks. Younger children are encouraged to access their own drinking vessels which are located within their reach.

Children are developing an understanding of the wider world as they explore maps, discuss different countries and participate in the celebration of different festivals. Children have opportunities to taste foods from around the world and celebrate each other's diversity through sensitive explanations being offered by the childminder. They are given the opportunity to become involved in the local community. For example, by attending the annual scarecrow festival. They access a good variety of toys and resources which depict positive images of race, gender and disability. The childminder is highly skilled in providing care for children with additional needs and works very closely with parents and other agencies to ensure consistency is maintained and the best care is provided.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR14) 07/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR14) 07/07/2009