

Inspection report for early years provision

Unique reference number	303598
Inspection date	09/07/2009
Inspector	Rasmik Parmar
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 has been registered since 2000. She lives with her husband and two children aged seven and 13 years in a house in Northowram, Halifax. The bathroom on the first floor and all rooms on the ground floor are used for childminding purposes, with the exception of the lounge. The garden at the front and rear and the driveway is not secure.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children at any one time. Children attend a variety of sessions throughout the week. There are six children on roll, of which, two are in the early years age range. She also offers care to four children aged over five years. The childminder may at times work with an assistant.

The childminder attends the local parent and toddler groups on a regular basis and walks to local schools to take and collect children. She is supported by Calderdale Early Years Day Care Partnership and is accredited with them.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and relaxed as the childminder has established a good relationship with them. Children are progressing satisfactorily towards the early learning goals due to the childminders commitment to promote their learning and development. However, opportunities to further enhance children's learning through the use of their assessment records to inform planning is not sufficiently explored. The childminder works closely with parents to ensure that the individual needs of children are met. Successful self-evaluation by the childminder ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessments to plan relevant and motivating experiences and help them make progress towards the early learning goals
- continue to reinforce the support for extending learning in the home.

The leadership and management of the early years provision

The childminder takes part in a quality assurance scheme to ensure that she maintains her standard of care. The childminder has also provided parents with questionnaires and has received positive feedback as part of the process of self-

evaluation. Additional training has been attended to help the childminder with implementation of the Early Years Foundation Stage and the childminder has met the recommendations from the last inspection. This demonstrates the childminder's commitment to continuous improvement.

Partnership with parents is strong. They have access to a good range of written policies and procedures and daily diaries are used to inform them about simple routines such as nappy change, sleep and feed times. Furthermore, parents have access to the individual learning plans, which they can access at any time to discuss their child's progress. The childminder has started the process of extending children's learning at home as part of working in partnership with them. However, this is in its early stages.

The childminder has knowledge and understanding of safeguarding issues to ensure that children are protected. She has maintained a current first aid certificate so that she can attend to children in case there is an accident. The childminder creates a safe and secure indoor environment, where children begin to learn about potential dangers and how to keep themselves safe. A fire blanket is in place in the kitchen and smoke detectors are fitted throughout the house. She has carried out a risk assessment for all areas of play and is aware that the outdoor areas are not secure. Hence, she closely supervises children when playing in the driveway at the side of the house.

The quality and standards of the early years provision

The childminder has made a very good start at keeping records for children to include observations linked to the six areas of learning with photographic evidence. Some observations are evaluated to identify the 'next steps' to further help children make progress. However, this information is not always used effectively to form the basis for planning, particularly for rich outdoor experiences.

Children play happily in the stimulating, child-centred environment. They are relaxed, settled and readily approach the childminder for attention. They are provided with a good range of resources which are easily accessible, allowing them to self-select or they know to ask the childminder for the items which they wish to play with.

Children are becoming independent in their learning as a result of the opportunities they have to explore for themselves. They show curiosity in the activities and the childminder provides different resources to support their play. Children have planted bedding plants and watched broad beans grow from seeds. They have visited the butterfly garden and observed caterpillars turn into butterflies.

Children are making satisfactory progress in all areas of their learning. They make adequate use of the outdoor area under close supervision. They enjoy more physical play in the parks and at the local toddlers group with large apparatus such as the trampoline and sit and ride cars.

Children are developing vocabulary as the childminder tells children stories and

asks them open ended questions in order to enable them to think and provide a response. Children's fine motor skills are encouraged in other settings as they use a variety of craft materials including cutters, play-dough and stencils. Children enjoy a good range of activities, such as dressing up and playing with pretend foods.

The childminder has a good awareness of maintaining children's health and safety. She helps children to stay safe by ensuring they wear safety reins when going out for walks or by having age appropriate car seats. Children also learn about road safety and the need to stay close to the childminder.

Children benefit from some planned and spontaneous activities which teach them about the lives and customs of people from the local community and the wider world. For example, they have made Diwali lights and tasted foods from different cultures. Children are provided with water bottles so that they can drink independently throughout the day. The childminder promotes a healthy diet of fresh fruit for snack and sandwiches, pasta or cheese on toast for lunch. The childminder's home is well maintained and she reduces the risk of cross-infection by encouraging children to follow good hygiene routines and ensures they wash their hands before mealtimes and after toileting.

Children are generally well-behaved and sociable due to the effective interaction of the childminder. For example, the childminder sensitively persisted in encouraging one child to apologise to the other when one of them was hurt. The child eventually apologised and cuddled the other child when she realised the other child was sad. Hence, children are developing confidence and the ability to understand the feelings of others. This helps them to develop the skills they will need in later life and therefore promotes their future economic wellbeing. Children continue to develop their problem solving abilities through every day activities such as counting. and talking about weighing, measuring and mixing when baking. Children have opportunity to develop their skills in technology by using age appropriate computers to promote their creative thinking.

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?	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?	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

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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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