

Inspection report for early years provision

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| Unique reference number | 303606 |
| Inspection date | 24/04/2009 |
| 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 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 1995. She lives with her husband and two children aged 20 and 16 years. The family live in the Lightcliffe area, a suburb of Halifax. The home is within walking distance of local amenities, such as schools, shops and public play areas. The home is accessible to people with limited mobility. The ground floor rooms are used for childminding purposes; the children also access the bathroom on the first floor of the home. The childminder is registered to care for a maximum of six children under the age of eight years at any one time, and this includes three 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 15 children, four of whom are under five years. Most children attend on a part-time basis.

The family has two pet dogs.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good as the childminder provides good care for children attending. Children have an exciting range of activities and play opportunities. The organised and flexible system of planning successfully involves the children, their interests and individual needs. Children are very happy and thoroughly enjoy their time with the childminder. The childminder creates a safe, welcoming and inclusive environment where all children benefit. She is aware of the strengths and areas for improvement within her service and is currently working on a quality assurance program in conjunction with her local early years department. In addition she is committed to further training to improve and extend her service.

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 self evaluation process as a means of identifying the strengths and any areas for further improvement
- continue to develop the risk assessment procedures including details of a review of timescales
- develop children's profiles in order to clearly show children's starting points and the relevant next steps in children's learning.

The leadership and management of the early years provision

The childminder's home is warm and welcoming. She has organised space and resources in her home to provide an accessible and child-friendly environment,

which promotes children's independence. The childminder ensures all records, policies and procedures required for the efficient and safe management of the provision are in place to support the care and welfare of the children. Detailed risk assessments of her premises maintain a safe environment for children to play in, but do not show how often she reviews potential hazards. The childminder regularly reviews the policies and procedures, which underpin her efficient working practice, to ensure they are in line with recent changes. They demonstrate a clear understanding of her role and responsibility for safeguarding, providing an inclusive practice and promoting the children's welfare. Parents are kept well informed about the service the childminder provides. Children's daily activities and achievements are recorded in their own profiles and the notice board provides ample information. The childminder has recently started to use the Ofsted self-evaluation form, although at present it does not clearly identify key strengths and areas for improvement within her provision. She has successfully addressed previous recommendations through addition of resources around additional needs and has updated all her policies around medication and complaints procedures.

Children make choices from the well organised resources and flexibly planned activities, which are successfully structured to meet their individual needs, abilities and preferences. A very good range of outings and visits to local groups provide children with alternative play opportunities. These stimulate their enjoyment of play and learning whilst also developing their social skills and local knowledge. The childminder has a clear understanding of the activities to provide each child in order to support their learning and development. This includes any additional or different provision required to meet particular individual needs. She identifies and assesses each child's stage of development and records regular observations of their play in their development profiles. However, some observations do not focus clearly on the child's starting points and this sometimes limits their effectiveness in planning for the relevant next steps in children's learning.

The childminder recognises the importance of maintaining a fully inclusive practice where the unique skills and abilities of each child are recognised. She organises her indoor space well so that babies have enough safe space to lie and kick their legs and includes sufficient play and learning resources, such as books, that positively reflect diversity.

The quality and standards of the early years provision

Children are fully involved in a wide range of activities which develop their imagination, language, creativity and physical development. These help them make progress across all areas of learning.

Warm relationships are in evidence and the children are settled and confident. They freely approach the childminder and they enjoy close contact through activities including the shared experience of telling each other fun stories during lunch time. This helps to extend their listening, communication and language skills. Children's play supports their development in many areas, for example, toys that are musical or have mirrors attached encourage problem-solving. Simple games, such as 'peek-a-boo', make changing clothes a fun activity and children respond happily. Children enjoy a range of songs, rhymes and music and the childminder

encourages them to join in by supporting their actions, such as clapping hands. Their communication skills are rapidly expanding and the childminder responds positively, valuing babies' non-verbal skills. She competently recognises their needs and they demonstrate clearly when they do not want any more to drink or do not like the food on offer. The children are eager learners and keen to demonstrate how they can accurately name shapes, rote count and recognise numbers in their symbolic form. Children develop confidence as they clearly enjoy themselves at the setting, using the stimulating and exciting range of toys and resources, and becoming interested and motivated. For example, children show a keen interest in a new jungle jigsaw game and actively imitate noises and name various different animals and their habitat.

Learning and playing with other children during visits to local toddler groups helps to foster the development of the children's social skills and supports them in learning about sharing and cooperating. The childminder makes full use of all the local facilities where children have the opportunity to explore additional activities. Young children enjoy the daily routine of outings followed by a quieter afternoon in the childminder's home. The childminder ensures that she constantly maintains their daily routines, particularly around meal times and sleep, in order to meet their individual needs. Children are well nourished and thrive as the childminder works closely with their parents to ensure she has a full understanding of each child's health and dietary requirements. The children are provided with a healthy diet that is agreed with parents at the start of a placement. The children have good self-help skills and are encouraged to increase their independence by clearing away activities and helping with small tasks, such as helping pass the plates. Children also systematically learn basic health routines, such as washing their hands before eating and after playing with the outdoor toys.

The childminder demonstrates a clear understanding of the Early Years Foundation Stage learning and development requirements. She makes detailed, regular observations and assessments of each child's achievements, interests and learning styles and uses them to plan relevant and motivating learning experiences for each child. The childminder matches her observations very effectively to expectations of the developmental stages leading to the early learning goals. This means that children make good progress, given their age and ability and starting points. Photographs of the children enjoying the activities enhance the children's learning record and provide parents with an insight into their child's day.

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

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| 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? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| 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? | 3 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 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

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| 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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