

Inspection report for early years provision

| | |
|--------------------------------|------------------|
| Unique reference number | EY384362 |
| Inspection date | 17/04/2009 |
| Inspector | Ingrid Szczerban |
| 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 2008. She lives with her husband and two children aged three and five, in the Bingley area of West Yorkshire. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed garden available for outdoor play. Local amenities include parks, library, shops, schools and nurseries and the childminder's premises are situated close to transport links. Access to the house is via the front door. The family have two cats and a dog.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of four children at any one time and is currently caring for two children on a full-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Good attention is given to meeting the learning and development needs of children. Children partake in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. The childminder is able to assess her provision well and can accurately identify areas for improvement. She demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- ensure that the children's next steps for learning are identified in the development record
- develop the links made with other settings delivering the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder manages her provision well. She uses basic means to evaluate and improve the service she provides. She has identified and taken some steps to address areas for development in her provision. For instance, by seeking out child protection training and planning to extend outdoor toys and multi cultural resources for children. Parents are actively involved in the evaluation process as the childminder supplies them with questionnaires from time to time and they too make written contributions in their child's daily diary. Children take part in the planning of activities and their interests are taken good account of. The childminder is committed to ongoing improvement through training.

Partnerships with parents and carers are good. The childminder gathers information from parents prior to admission enabling her to effectively meet individual children's needs and to help with settling-in. Daily diaries keep parents informed of their child's activities and parents have free access to their child's development files. The childminder talks with parents about current themes being followed so that learning can be extended at home. However, there are minimal links with other settings delivering the Early Years Foundation Stage (EYFS) regarding children's development.

Children are safeguarded well. All adults in the home are vetted and all necessary written consents are obtained from parents. The childminder understands child protection issues and knows the procedure to follow, should the need arise. All potential hazards on the premises are minimised and detailed written risk assessments are made and implemented. The childminder holds a current first aid certificate and she keeps meticulous records of all accidents.

The quality and standards of the early years provision

The welfare needs of children in the EYFS are met well. Very good hygiene routines are followed, children know to wash their hands after using the toilet and they use their own towel to dry their hands, thus preventing the spread of any infections. The poster displayed in the bathroom acts as a reminder for children to wash their hands. The sickness policy and the pet policy are rigorously implemented so that children remain healthy. The childminder gives leaflets to parents about specific diseases so that they too are aware of health issues.

Healthy, nutritious and predominantly home-cooked meals, are provided for children, and they enjoy eating fresh foods for snacks, such as grapes and cucumber sticks. Through discussions children learn about which foods are good and bad for them and about oral hygiene. Children receive fresh air and exercise each day. They walk to school and regularly visit the park after school. Babies are given plenty of space and encouragement from the childminder as they learn to crawl. Children rest and sleep according to their individual needs so that they remain healthy. Suitable arrangements are made to meet children's individual medical needs.

Effective practices are employed to ensure that children learn how to keep themselves safe. The childminder teaches children about road safety and gives them increasing freedom to walk ahead to the next lamppost, according to their individual abilities.

The children make good progress in their learning and development. The childminder has begun to record accurate observations and assessments in development files which include what children are interested in and what they are learning. Plans of activities are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For instance, children love going to the park and the childminder adapted the current topic of nature in spring to incorporate noticing different types of flowers, birds and insects in the park. However, there is a lack of

clarity about children's next steps for progression as no record is kept.

Children are confident, happy and settled in their warm and loving relationships with their childminder. Babies receive high levels of attention and enjoy being cuddled and talked to. Children are very well-behaved and learn to consider the needs of others. The childminder asks children to fetch a blanket for the baby and cover his legs. They do this willingly and with obvious pride in being helpful. Children are interested and inquisitive, and they have their questions answered readily by the childminder. The children make their own decisions about what they wish to play with and they are given choices at snack time.

Children communicate very well and can recall past events, such as the names of flowers they saw in the park. Regular opportunities to mark-make and draw, and free access to books help children to develop their pre-literacy skills. Supervised risk taking is encouraged by the childminder. She allows children to walk on walls which they love, this also develops good balancing skills and the self-confidence to try out new things. Babies begin to crawl and their progress is developed by rolling a ball for them to reach further.

Children learn about numbers and sorting. They can divide equally numbers of coloured sticks and place exactly the same number of grapes into each section of a platter. Spontaneous mathematical activities are incorporated into everyday activities, such as making size comparisons between the chalked outlines of themselves on the path.

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? | 2 |
| 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? | 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 |
|---|-----|

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