

Inspection report for early years provision

Unique reference number	EY361575
Inspection date	26/05/2009
Inspector	Dawn Bonica Brown
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 2007. She lives with her husband, who works as her assistant, and their two children aged eight years and one year in a house in Keighley, West Yorkshire. The childminder is registered to care for children on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have one cat.

While working alone, the childminder is registered to care for five children on the Early Years and compulsory parts of the Childcare Register. When working with an assistant, she is registered to care for eight children on the Early Years and compulsory parts of the Childcare Register. The childminder is currently caring for one child on the Early Years Register. She attends a local parent and toddler group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The needs of all children are routinely met because the childminder recognises the uniqueness of each child. They make satisfactory progress in their learning and development because she supports them appropriately and no individual is disadvantaged. Children's welfare is promoted effectively in almost all areas.

Partnerships with parents are used satisfactorily to promote a suitable level of education and care. The childminder's plans for improvement, including the processes of self evaluation, are good and her targets for future development are aimed to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that the plans for the next steps in children's development are appropriate to the age and stage of their development, for example, by using the practice guidance to develop activities
- improve the policy for equality of opportunities to clearly identify how children with disabilities or learning difficulties will be supported.

The leadership and management of the early years provision

The childminder demonstrates good maintenance of the records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) and ensures that the needs of all children are met. She

has a wide range of written policies and retains a valid first aid certificate. She has also attended several courses to keep herself abreast of new developments in childcare, such as, safeguarding children, promoting children's communication, language and literacy, and a course in food hygiene.

Effective steps are taken to safeguard and promote children's welfare. For example, the childminder has undertaken on-line training in child protection and retains the correct contact details for reporting concerns. Her house is secure and there is a written policy for the collection of children. The childminder takes positive action to eliminate risks and her risk assessments are dated and signed.

The childminder demonstrates a sound capacity to make improvements and, since registration, she has fenced the garden appropriately to make sure it is secure, ensured that all glass in her house is made of safety glass and has insured her car for business use. Her practice is inclusive so that all children have their welfare needs met and achieve as well as they can regardless of their background.

The suitable arrangement of resources indoors means that children reach toys easily. The toys available for them are age appropriate and ensure that children are suitably stimulated. There is a wide range of resources that help children to learn about diversity. These include many books reflecting positive images of cultural diversity, gender and disability, as well as several persona dolls reflecting cultural diversity. The childminder also provides books with sign language and uses a story sack to engage and maintain children's interest in stories.

The quality and standards of the early years provision

The childminder supports children's learning and development to a satisfactory level. She uses the internet to gain information on how to record their progress and to find ideas for activities. The childminder makes good initial assessments of children and ensures that the learning environment helps them to make satisfactory progress towards the early learning goals. Her home is welcoming and inviting, with suitably planned play and organised resources.

There is a suitable balance of adult-led and child-led activities. For example, the childminder provides corn flour and water, takes children to toddler group to help them to socialise, encourages physical skills, such as, ball games with simple throwing and catching. She helps young children learn about the properties of natural materials through exploratory activities, such as blowing bubbles. The childminder ensures that individual children receive enjoyable and challenging experiences by teaching them to be active and understand the benefits of physical activity. For example, she follows their individual interests, such as climbing, by taking them to play on small climbing frames in the park.

The childminder helps children to enjoy their learning and young children are very involved in the toys provided, such as, playing with an activity centre, pushing and pulling the knobs and turning and twisting them to achieve the required noises and music. Children enjoy looking at picture books with the childminder. She encourages them to be active learners, by introducing them to problem solving at

an early age, through the provision of tactile play. For example, adapting a corn flour activity to meet their individual needs by putting it into a bag so they can explore its qualities without getting messy. She lets them create their own music using pots and pans, and wooden spoons.

The childminder manages children's behaviour appropriately and encourages young children to be independent by allowing them to dress themselves as much as they can. For example, pulling off their own socks, putting their arms up to help take their tee shirts off. She is knowledgeable about how to provide positive reinforcement of desired behaviour and encourages children to respond to the expectations of others by helping them to socialise with other children.

Information from observation and assessment is used adequately to ensure that children achieve as much as they can in relation to their starting points and capabilities. The childminder has developed learning plans that are suitable in many aspects. However, planning for the next steps in children's development is not securely grounded in activities that will help them to achieve, as some are too advanced for their capabilities.

The childminder has a suitable understanding of how to recognise learning or development needs. She has a positive attitude to disabilities and has some experience in providing care for children with disabilities. However, she has not given sufficient thought to how she would provide a service which would identify and provide appropriate care.

Satisfactory links with parents have been established, which has helped parents to maintain effective involvement in their children's learning and development.

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?	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?	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?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
--	-----