

## Inspection report for early years provision

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<b>Unique reference number</b>	EY254865
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Anne Bennett
<b>Type of setting</b>	Childminder

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## 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.

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## Description of the childminding

The childminder was registered in 2003 and lives in a second floor apartment in a converted mill complex in Rishworth village, with her husband, two children, pet cat and pet gerbil. Care is provided on one level and lift access to the setting is available. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for five children, three of whom may be in the early years age group. There are currently 16 children on roll, nine of whom are in the early years age group. The provision is open from 7.30am until 6pm from Monday to Friday. The childminder is a member of the National Childminding Association and Calderdale Childminder Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and self-assured within the setting and participate eagerly in a wide range of activities. The childminder creates a welcoming and inclusive environment for all and children make good progress across all the areas of learning. Well established information sharing systems are in place with parents to ensure both parties are well informed, but are not yet fully developed with other early years providers. The childminder is fully committed to reflecting on practice and has effectively addressed the recommendations raised at the last inspection.

## What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 28/09/2009

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

- further develop links with other settings delivering the Early Years Foundation Stage to include sharing information about children's progress towards the early learning goals
- further extend self-evaluation processes to monitor the impact of targeted improvements on outcomes for children
- continue to develop planning processes to further extend the provision for children's individual learning styles and interests.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of her role and responsibilities in relation to child protection, confidently talking about the signs and symptoms of abuse and neglect and the procedure to follow in the event of a concern. Effective systems are in place to ensure that all children are safeguarded, their welfare promoted and their individual needs met. Risks are assessed and managed well and children are cared for in a safe and secure environment. However, the current record of risk assessment does not include several required elements. This is a breach of requirement.

Detailed policies and procedures are effectively managed, updated and shared with parents as part of a comprehensive information pack. The childminder prepares newsletters, six monthly progress reports for parents and shares information informally on a daily basis in order to keep them fully informed about their child's learning and development. Parents praise the childminder's flexible and friendly approach and the positive emphasis she places on being involved in the local community. The childminder currently passes information between parents and other early years settings during times of transition, however, this process does not currently involve the sharing of information in relation to children's progress and achievements.

The childminder uses established systems as an ongoing reflective tool and has a good understanding of the strengths and priorities for improvement of the setting. Questionnaires and informal discussions are utilised to gather the views of parents and the childminder recognises the importance of children's feedback when planning activities and experiences. However, current systems do not monitor and evaluate the impact of targeted changes in terms of outcomes for children. The childminder prioritises organising and attending training in order to further develop her knowledge and understanding.

## **The quality and standards of the early years provision and outcomes for children**

The childminder displays close and responsive relationships with the children in her care, and a clear understanding of the importance of recognising each child as an individual and providing an accessible and inclusive environment for all. The open plan layout of the setting offers a wide range of well organised self-selection opportunities including shape sorters, ride on toys, construction blocks, jigsaws, musical instruments, books, tents and tunnels, small world toys, mark making resources and low-level furniture, photographs and posters. Individual learning and development records are in place for each child. The childminder uses these to collate information gathered through observation of children and track their progress through next steps towards the early learning goals. The childminder demonstrates a secure understanding of child development and the links between observation, assessment and planning. Current planning systems are beginning to incorporate provision for individual children's learning styles and interests.

Children enjoy creating their own music using a wide range of musical instruments. They work cooperatively together, standing side by side to play the keyboard, and with the support of the childminder. Children explore cause-and-effect as they vary the volume levels on the keyboard. The childminder effectively poses questions to challenge and support children, sitting together and problem solving using a broad range of shape sorters and containers of different sizes. Children begin to match and classify different objects as they observe photographs of various vehicles alongside their play. The childminder mirrors the vocalisations and facial expressions of young children and uses activities, such as a role play shop, to further develop children's early reading, writing and number in meaningful contexts. During small world activities, children group and count objects of the same type independently and with support. The childminder develops children's awareness of different parts of their body, prompting them to look in the mirror and use their individual cloth to clean their face and hands following a painting activity.

Children are offered a range of opportunities to engage in open conversation with each other and the childminder. Mealtimes are a social occasion where children eat a wide range of healthy and nutritious meals and talk about the different types of fruit they like as they confidently feed themselves. The childminder knows children well and demonstrates a good knowledge of their individual capabilities and developmental stage. Children develop a good understanding of danger and how to behave in ways that are safe for themselves and others through clear, consistent boundaries and routine reinforcement. The childminder reminds children to be 'steady' as she supports them to move independently from standing to a seated position and to 'watch their toes' as they choose to take out a box full of musical instruments to play with. The childminder recognises the value of community involvement and regularly takes children to local groups and places of interest, in order to raise their awareness of the wider world and promote the development of relationships beyond the setting. Children are actively encouraged to share, and the childminder nurtures relationships by repeating the names of the children at the setting and encouraging conversations prompted by photographs of familiar people and places.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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