

Inspection report for early years provision

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Inspector Shazaad Arshad

Type of setting 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her husband and two teenage children. They live in Brighthouse in Halifax. The whole of the ground floor of the home is registered, with toilet facilities located on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding seven children of whom four are in the early years range. Children attend both on a part-time and full-time basis. The childminder also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family have a pet dog.

The childminder collects children from local schools and pre-schools, the home is within walking distance to local shops and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works effectively to ensure children's individuality is recognised and nurtured. The childminder has good knowledge of the children's individual needs and requirements. Children's needs are met as they are offered resources and activities that are suitable to their individual stages of development. She has established secure relationships with parents to ensure a collaborative approach for children's individual well-being and learning. The childminder demonstrates good capacity for continual improvement and has successfully completed all previous recommendations and has also completed a level 2 course in nutrition. The childminder has recently introduced systems to enable her to reflect upon her practice and identify future areas of development.

What steps need to be taken to improve provision further?

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

- continue to use assessment systems to ensure information obtained from observations is fully utilised to identify clearly next steps across all areas of learning
- continue to establish a two-way flow of information with other early years providers to ensure a collaborative approach is achieved with children's individual learning and development
- continue to develop the process of self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder ensures children are safeguarded. She has a good understanding of child protection procedures and is confident in identifying any signs of risks. She has completed further training in this area and has good documentation around child protection procedures, which are shared with parents at the start of any childminding arrangement. Children benefit from a homely, well organised environment both indoors and within the childminder's garden. The childminder has risk assessments in place for all areas of her home and for outdoors. The childminder has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed and Ofsted are kept well informed.

Children are offered a wide selection of good quality resources both within the home and in the garden. The childminder has lots of accessible resources available at all times. This enables children to easily self select and promotes their independence. The childminder rotates the resources regularly to ensure children have different things to explore and play with.

The childminder has successfully addressed recommendations set at her last inspection, which feeds into the continuous improvement of her provision. She communicates with parents regularly to obtain their views about her provision and practice and works effectively with them to ensure consistency is achieved for the children. She keeps abreast of current legislation and government guidance to ensure she is continuing to meet requirements, this also helps to improve the outcomes for children and their families. She is committed to improving her service and has completed numerous courses including; observations, child protection and a recognised nutrition course.

The childminder has a variety of resources to promote awareness of diversity in society. For example, children enjoy matching the small world play people from different cultures to the different countries on the world map. They are all able to access the resources and have fun as they dress up in a range of outfits.

The childminder has established good relationships with parents. Parents are provided with plenty of information and state that they are very happy with the care provided. Additionally she provides them with plenty of information from the children's profiles. The childminder cares for children attending other early years provisions and has developed communications with them. For example, about what the children have been doing and their general well-being. However, the childminder has not currently fully established these systems to ensure a regular two-way flow of information is shared regarding the children's individual learning and development.

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

The children are happy and content within the childminder's environment. The childminder recognises their individual needs well and continually reviews the children's individual routines with parents to ensure she continues to meet their needs. Children settle well and freely engage with adults and their peers.

The childminder has developed assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children have achieved. However, the childminder is not currently utilising this information to fully identify and clearly link and plan the next steps for children across all the areas of learning.

The childminder knows the children well, which enables her to extend their learning and wider understanding of the world. For example, children are involved in exploring the outside environment and learning about the different vegetables. Children then help wash and cut the vegetables and understand where food comes from. The childminder sits with the children and enthusiastically changes the tone of her voice to make story time, fun and interesting. The younger children smile and excitedly move around and wave their arms. Children are supported with low-level furniture, which enables them to pull themselves up and cruise along. This ensures they have opportunities to develop new skills and strengthen the muscles they require for walking. Older children learn about the importance of road safety as they practise this on walks to and from school and on outings. This ensures they are developing a good awareness of looking after their own safety independently.

Children develop a good understanding about the importance of hygiene, such as, hand washing. They are reminded of the reasons for keeping themselves clean from germs and follow good practices. All children are provided with healthy home-made meals made from natural ingredients. The childminder is vigilant about the children's health and safety and ensures she is fully informed about any dietary or allergy requirements.

The childminder provides an inclusive approach and all children are progressing and developing skills for the future. For example, the settling in periods are agreed at the start and the childminder continually, communicates with parents to ensure she is updated with changes in the children's routines. Overall, this ensures children's individuality is recognised and nurtured by the childminder and contributes significantly to the children's individual well-being and learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	2
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

Outcomes for children in the Early Years Foundation Stage	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

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