

Inspection report for early years provision

Unique reference number	303615
Inspection date	17/12/2009
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.

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Description of the childminding

The childminder registered in 1993 and lives with husband and three adult children in the Lightcliffe area of Halifax. The property has toilet facilities on the ground floor. The childminder uses the ground floor for childminding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding three children in the early years age group. This provision is registered on the compulsory and voluntary parts of the Childcare Register. She attends the local toddler group and is a member of the National Childminding Association.

The family has a pet dog in the home.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder successfully promotes the welfare of children through daily routines and working in close partnership with parents. She effectively implements the requirements of the Early Years Foundation Stage (EYFS), with recent changes made having a positive impact on children's learning and development. The childminder is proactive and strives to build on her current practice; she welcomes the inspection process addressing recommendations and is currently starting the process of self-evaluation.

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 observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- continue to develop partnerships with other settings
- continue to develop the process of self-evaluation as a means of critical reflection.

The effectiveness of leadership and management of the early years provision

The childminder has sound awareness of signs and symptoms that would cause concern and is clear of her procedure to record and report issues to ensure the welfare of children. A risk assessment is completed for the home to ensure hazards are identified and minimised. Security is maintained in the garden and for the home and the childminder has effective procedures for the collection of children. Children's safety is managed through good supervision as children predominantly

use the ground floor of the property. All records are maintained for the safe management of the setting, and evacuation is practised and evaluated to ensure children know how to leave the home safely in the event of an emergency.

The childminder clearly enjoys her role and is motivated to seek further improvement as she liaises regularly with the local authority development worker for guidance and attends further training opportunities. Systematic observations are completed and the childminder has very recently changed recording systems to link to the early learning goals and formally identify next steps for learning. The childminder collates information in regard to care and individual needs and is in the process of developing links with other settings the children attend.

The home is adequately organised with children enjoying a bright, welcoming dedicated playroom. They have a range of good quality play resources which are easily accessible for children to initiate their own choice of play. The childminder is highly supportive of children; she is fully involved in play and activities and takes time and interest in what they say and do which contributes to children feeling important and valued and developing good self-esteem. She makes very good use of local community provision ensuring children have lovely experiences out of the setting such as visits to Well-home park and Pondarosa, all of which are beneficial in promoting children's learning out of the setting.

The childminder treats children with equal concern, recognising that they are all individuals. She uses suitable documentation to ensure individual needs are identified and works closely with parents to support care and development. Children have a wealth of resources that portray positive images including a water carrier from Ghana. They benefit from a daily diary to promote good channels of communication and a wealth of written policies outlining operational practice. Achievements are shared with parents regularly through general discussion and through viewing personal development files. At the present time partnerships with other settings are not fully established.

The childminder has started the process of self-evaluation and is currently devising a feedback form to clearly focus on children's learning and development. Overall, the setting is well organised to effectively meet the requirements of the EYFS and to promote good outcomes for children in enjoyment and achievement.

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

Children develop a good understanding about keeping safe as they learn about road safety and other hazards such as being careful in the home and, for example, not throwing toys as they may hurt others. They evidently feel safe at the setting as they are industrious, moving around freely, and actively participate in independent play or as they engage with peers. Children know why it is important to wash hands, following stringent routines and benefiting from individual hand towels. They have a dedicated nose wiping resource area to help further prevent the spread of infection and the home and resources are clean and well maintained. Children have wonderful home-cooked meals provided, such as macaroni cheese

and salad, meatballs and pasta. They have fruits and savouries for snacks and regular drinks which ensure they are well nourished and hydrated. Children's behaviour is very good at the setting as they respond to positive techniques used such as discussion, distraction and time out to think if required. Children receive a lot of praise and encouragement which develops self-esteem and a sense of belonging and through discussion, they begin to learn the effect their behaviour has on others. Manners are successfully encouraged, contributing to children developing important social skills and being a positive member of society.

Children's learning and development is sound as the childminder tries to follow their interests and consults them about what they would like to do. For example, when a child brought a worm, they then decided to look for other mini beasts or when counting, if a child is interested in cars then they will include cars in the activity. As a result, activities are mainly child-led and therefore interesting to the individual. The good selection of resources promotes learning in all areas. They play well with their peers and independently, and particularly thrive on the childminder's involvement as she uses effective questioning. For example, she talks about healthy foods as the children play with the pretend food and identify colours and what it is used for.

Children have good opportunities to explore creativity as they draw, collage, paint or make pictures from materials they have collected on outings such as leaves and grain. They develop skills with tools as they play with play dough or as they begin to learn to use scissors correctly. Children have good opportunities to recognise their own name from labelled placemats. Resources are well labelled with text and pictures which ensure all children can identify what is available. A well stocked book cabinet promotes literacy, with children enjoying regular story time and visits to the local library. Children are extremely vocal at the setting, showing confidence in speaking with others, the ability to listen and follow instruction and using appropriate language to express themselves in play with peers or as they engage with the childminder.

Children have a varied range of outdoor play resources at the setting and use the local rural area and community park for regular outings, which promote fitness and gross motor skills. They further develop their understanding of others as they learn about festivals and events such as Diwali, Hanukkah and Chinese New Year. Children are happy, relaxed and fully engaged at the setting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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