

Inspection report for early years provision

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Inspection date 24/11/2009
Inspector Thecla Grant

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 registered in 1991 and lives with her adult son in the Birstall area of area Kirklees. The whole ground floor and one room on the first floor of the childminder's home are used for childminding purposes. The childminder has an enclosed garden for outside play. The childminder provides care for children from Monday to Friday between the hours of 7am and 6pm. The family has three cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She currently has seven children on roll, three of whom are in the early years age range. The childminder also offers care for children over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends childminding drop-in centres, childminding support groups and play gyms. The childminder is a qualified nursery nurse with the National Nursery Nursing Examination Board qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminding provision is nurturing for the children and every child is supported so that no group or individual is disadvantaged. Children make good progress they learn and develop very well. Consistent systems are in place to promote security and implement children's welfare, which are mostly maintained; as a result, children mostly feel safe in their surroundings. Good systems are in place to maintain a successful partnership with parents and improvements made since the last inspection show the childminder's ability to improve and her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure there is adequate space to give scope for free movement and well-spread activities
- make sure any animals in the proximity of children do not pose a health risk.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies and procedures in place to ensure the safeguarding and welfare of children meets all requirements. These are consistently implemented to promote equality and eliminate discrimination. The childminder has a sound knowledge of the safeguarding children issues and

procedures and the signs and symptoms of abuse. Systems in place to evaluate the effectiveness of her setting are robust. The childminder is committed to improving her setting and has applied for a grant to extend and re-organise her learning environment to improve outcomes for children.

Risk assessments are constantly used to eliminate risks so children can play in a safe environment. However, the space provided in the playroom is not successfully risk assessed. Systems in place to promote children's health are good; however, they do not fully take into account children's health with regard to pets. The childminder is committed to improving her knowledge of childcare, therefore, she attends relevant training courses and workshops to enhance the care she provides for the children. She regularly updates her training in paediatric first aid and has attended training in special needs. All training is successfully implemented.

Parents are provided with good quality information about the childminding setting. They are successfully encouraged to become involved in their children's learning and are kept well informed about their children's achievements. The childminder has made clear links with other providers and those delivering the Early Years Foundation Stage and uses them to promote the learning and development of the children in her care.

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

The learning environment is organised very well for the children to access the full range of toys and equipment. They have plenty of opportunities to develop their imagination and pretend play; they imitate what they observe adults do as they iron the dressing-up clothes and play at shops and restaurants. Young children enjoy dressing up especially with different types of hats that reflect different professions; they decide to be a fire fighter and put the appropriate hat on. Children happily investigate their surroundings. They confidently choose what they want to play with and show keen interest simple mechanisms, such as toys with buttons and flaps. They know how to operate them, pressing the buttons and listening to the music. Children learn new words rapidly and are able to use them to communicate about matters which interest them. They enjoy listening and joining in with stories and are beginning to differentiate between colours, such as blue and green. As a result, children are active learners, are creative and think critically.

Suitable steps are taken by the childminder to safeguard the children and teach them about safety. However, young children are not constantly taught about safety from an early age, as a result, they periodically trip over the toys they have left on the floor during play. Sound systems are in place to promote the children's understanding of good hygiene practices. However, the family cat enjoys mixing with the children and accessing the same toys and equipment as the children. Children's learning and development are very well supported by the childminder. She makes sure children's interests, such as in diggers, are fully explored by providing the full experience needed to solidify their learning. For example, children listening to stories about diggers play with the small world diggers and

visit sites to look at diggers at work in real life. As a result, children's understanding of the wider world is demonstrated through their play and activities provided.

Observations and assessments are securely in place and linked to the areas of learning. These include information about the children's development. The childminder uses this to form part of the children's starting points and plan activities that are tailored to meet their needs and abilities. Children have formed strong attachments to the childminder. They are confident and show a strong sense of belonging. As a result, children are happy and settled.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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	3
The extent to which children adopt healthy lifestyles	3
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