

Inspection report for early years provision

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Inspection date	08/12/2009
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 has been registered since 2002. He lives with his wife, with whom he co-child minds, and adult daughter in Greetland, Halifax. There are shops, parent and toddler groups and a park nearby. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of four children aged under eight years old when minding alone. When minding jointly, he is registered for eight children under eight years, of whom six may be in the early years age range. He is currently caring for seven children and all are in the early years age group. The childminder is a member of the National Childminding Association and receives support from the local Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a positive approach and attitude to childminding. Children are happy and relaxed at the childminder's home and cared for in a caring and inclusive environment. The childminder has a good understanding of the Early Years Foundation Stage (EYFS), and provides children with a good range of activities to support their learning based on their individual stages of development and interests. The childminder recognises and meets children's individual needs through careful discussion with parents and through suitable observation, which he uses to plan for their next steps of learning. Recommendations made at the last inspection have been fully addressed and the process of self-evaluation has recently started.

What steps need to be taken to improve provision further?

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

- continue to develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- continue to develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has excellent understanding of safeguarding and has attended further training in this area. He is able to protect children from harm or neglect as

he has robust safeguarding procedures in place and can clearly recognise possible signs and symptoms of abuse. The comprehensive child protection policy includes details of who to contact should he have concerns with regard to the children in his care. To further ensure their safety, children practise road safety and take part in fire drills, which teaches them effective ways to keep themselves safe. Well informed, clear, detailed policies are in place, and documentation is very well organised and stored securely to protect confidentiality. The registration certificate is prominently displayed to reassure parents, as is a poster that explains how to contact Ofsted. Children access play opportunities through the good use of space and resources. They move around confidently throughout the provision making individual and purposeful choices.

Children's well-being is promoted well as the childminder ensures he works with parents closely to find out about each child he cares for. The close liaison with parents continues as information is exchanged on a daily basis. Parents are informed about the activities their children take part in and have access to their individual development files. They also have access to the well presented policies and procedures which successfully underpin the service provided. Parents are extremely supportive of the care the childminder provides. Parents complete questionnaires and comment very highly on the service they are offered. The childminder liaises with other providers delivering the EYFS to ensure progression and continuity of learning and care. He develops these close links with daily discussions with other providers and carers during collection time.

The childminder has attended relevant training courses to continue to develop his good knowledge of childcare and development. Recommendations from the previous inspection have been fully met and he recognises the value of continuous improvement and is beginning to evaluate the childcare provision. Equality and diversity are well promoted. Children are encouraged to try out the full range of available activities at their own level and pace and learn about the world around them through going on outings in the local area and through resources, such as books, small world figures and puzzles.

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

The childminder demonstrates a clear understanding and knowledge of individual children's development and how they learn, and uses observation and assessment systems in order to promote their progress. Based on observations and assessments of children's activities, the childminder has begun to identify and plan for children's next steps in learning and development.

An effectively balanced level of adult-led and child-initiated activities is provided which provides the children with a sense of belonging and independence. They make independent choices from the varied good quality resources available to them. For example, children's imagination and creativity are greatly enhanced as they thoroughly enjoy dressing up in the good range of quality costumes. They develop their understanding of the wider world as they go on varied outings into the local environment, which helps children to investigate the natural world. They

visit local parks, woods, canal and farms where they observe the wildlife and surroundings. Children are very confident communicators and constantly make their requests known and have good opportunities to practise their mark-making and writing skills as they use various media, such as crayons, paints and chalks. The childminder chats constantly to the children to encourage conversation. He involves himself in their play and makes plenty of eye contact with the children, and asks age appropriate questions and provides encouragement so children are eager to work things out themselves. For example, children develop well in their problem-solving skills as they concentrate hard to complete age-appropriate puzzles. Children use counting and numbers well in everyday play situations and are keen to display their skills as they count up to five using their fingers. They link numbers to everyday things they see, for example, the number three on a door. They are beginning to use mathematical language well as they describe the Jumbo aeroplanes as being very long while comparing it to the small helicopter. In addition, the children have an excellent understanding of safety as they talk at length about keeping safe inside and outside of the home. The childminder enhances this through encouraging the children to talk about safety on outings and the rules within the home.

Children flourish and fully benefit from fresh air and exercise each day, weather permitting. They enjoy their walks to the canals and visits to see the farmers at work with all their machinery. The outdoor area is very well used as they play in the garden daily. In the garden they have access to a very good range of resources to support their physical development, including bikes and balls. The garden area is set out very well and the activities in this area encourage them to play in all weather conditions. This contributes to their good health and helps them gain increasing control over their bodies. The children are active or restful through choice and sleep in line with their individual needs and parents' wishes. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care, for example, they know when to wash their hands and clearly explain this is 'to wash the germs away'. The childminder takes full account of children's dietary needs and provides them with healthy and nutritious snacks and meals. The childminder uses positive strategies for managing behaviour. Children are very well behaved and respond fully to the childminder, who is a very good role model to them. The childminder is totally dedicated to the children and engrosses himself in their play. He acts as an excellent role model to the children and new childminders in his role as a mentor. Overall, children are extremely happy with the very friendly and loving childminder.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	1
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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