

Inspection report for early years provision

Unique reference number	EY316803
Inspection date	17/11/2009
Inspector	Angela Margaret Ellis
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 2005. She lives in Cleckheaton, close to shops, park, schools and public transport links. The whole of the ground floor and the first floor bathroom and back bedroom of the property are used for childminding purposes. There is a secure garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight at any one time, of whom, no more than three may be in the early years age range. There are currently three children on roll in this age group. The childminder also cares for children aged over five years to 14 years. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder has completed the required childminding training and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established good relationships with the children because she has cared for many of them since they were babies. She knows them well and meets their individual needs, promoting their welfare and learning. The environment is welcoming, well resourced and inclusive. This enables all children to make good progress in all aspects of their learning and development. The childminder has developed successful relationships with the parents and is aware of the importance of working with others involved in children's learning and care. The childminder has a commitment to continued professional development and is using the self-evaluation process to reflect on the quality of the service she provides and this contributes to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- improve how information is shared with parents and other settings the children attend delivering the Early Years Foundation Stage to promote continuity and coherence to support individual children's learning and progression
- improve the labelling of resources and captions within the environment to develop further children's communication, language and literacy skills
- improve the system of self-evaluation to monitor the impact that the improvements have on the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of how to safeguard children and implement the procedures for child protection to ensure that the well-being of the children is maintained. She has attended recent child protection training which has inspired her to complete further training on this subject. The childminder has access to up-to-date information on the Local Safeguarding Children Board procedures. She is fully aware of, and implements, a procedure to ensure that a Criminal Records Bureau check is obtained for all adults over 16 years of age in the home. All of the records required for safeguarding and promoting children's welfare are maintained. Good attention is paid to ensure that the environment for children is safe and secure. The childminder supervises the children well and she regularly checks the premises, equipment and resources to minimise the risk of accidents. She manages this by maintaining a record of risk assessments within the home, outdoors and for outings. The childminder carries out research before embarking on a trip to somewhere they have not been before to ensure that it is safe for children. The childminder has compiled a comprehensive range of policies and procedures that inform parents well about the service she provides. Confidentiality is maintained and documents are kept secure and are well organised.

The childminder demonstrates a strong commitment to continued professional development. This is because the childminder keeps up to date with current childcare practice through completing training courses, reading publications, close links with local authority advisors, visiting local Children's Centres and other childminders with whom she meets and discusses current practice and emerging issues. The childminder demonstrates effective ambition, vision and drive to develop the service further. She has devised a quality improvement plan with the local authority advisor, who leaves a report of her visits. Areas identified include completing more safeguarding and observation and assessment training. The childminder has completed the Ofsted self-evaluation form and used it to reflect on areas that she feels she can improve upon. However, consideration has not been given to the impact that improvements have on the outcomes for children. The implementation of the recommendations made at the last inspection have been successfully implemented. The deployment of resources is good and the childminder is taking good steps to ensure resources and the environment is sustainable. She involves the children in recycling household waste and takes many journeys on foot or uses public transport, so that they learn about caring for their environment and not wasting resources.

The individual needs of children are met well by the childminder irrespective of background or ability. She does this by developing positive relationships with parents and children and this contributes to inclusion, meeting children's needs consistently and providing continuity of care. Parents enthusiastically expressed their satisfaction with the service to the inspector, indicating that the childminder is very flexible; they are kept well informed and are impressed with the information she collated regarding swine flu. They would have no hesitation in recommending the service to others. Parents are kept informed about their child's activities in

several ways through daily verbal discussion, in a daily diary and the individual assessment records. The parents are encouraged to look at their child's observations and achievements and contribute to them. Sharing this information with parents allows the childminder to meet the child's ever changing needs and keeps both parties informed.

The childminder is communicating with practitioners from other settings, such as the local nursery school about individual children. However, she is not effectively demonstrating how information from all parents and others delivering the Early Years Foundation Stage is being used to promote continuity and coherence to identify individual learning priorities. The learning environment is well resourced and helps children make progress across the areas of learning towards the early learning goals, however, there is insufficient labelling of resources within the environment to develop further children's progression in communication language and literacy skills.

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

A good understanding of the learning and development and welfare requirements is demonstrated by the childminder, which contributes to her effectively promoting children's welfare and learning. Good relationships have been established between her and the children and they make good progress in their learning in relation to their capabilities and starting points. This is because a very child-centred environment is provided, in which there is a good range of toys, activities and relevant educational posters and examples of children's artwork displayed. The childminder also makes good use of resources within the local community to extend children's experiences. For example, children regularly visit the local Sure Start Children's Centre and go on walks on the local greenway.

Very warm and trusting relationships have been developed between the childminder and the children and they have no inhibitions in giving the childminder lots of hugs which increases children's sense of well-being and confidence and demonstrates that they feel safe. Children are given time and space to enjoy and achieve by being able to play independently. They are supported by the childminder at appropriate times, demonstrating that she understands when and when not to intervene. Young children were observed to be inquisitive and very interested in making marks on the chalk board and rubbing them out as well as exploring the play dough and independently selecting books to look at. Praise and encouragement were given to the children throughout the inspection.

The childminder collects information from parents and observes the children to find out what they know, can do and enjoy, when they start. This forms the basis for an ongoing assessment. Observations are matched to the areas of learning and the next step of learning for individual children is identified within the assessment to inform plans. She also uses a tracking system to assess whether progress in particular areas of learning and development is consistently better than any other area or falls below others, which enables her to monitor effectively how well

individual children are progressing within each area of learning towards the early learning goals.

Children learn how to practise fire drills and a pre-school child clearly explained the route that they take. They are kept safe on outings and safety is reinforced at all times on their journey back from nursery. Children learn to develop an understanding of adopting good personal hygiene practices. For example, children have their own towels and explained to the inspector why it is important to wash their hands. Children learn about the benefits of healthy eating since the childminder completed recent training on this, and offers a good balance of nutritious meals. The children explained at lunch time that the food makes them big and strong. The children enjoy being active and take part in a varied range of physical activities, which supports children's physical development.

Children are developing their skills for the future because a good range of activities are provided by the childminder and children actively explore their surroundings with curiosity and interest. Children learn to care about and respect each other, through learning to share, take turns and use good manners. They are also developing a good understanding of diversity and difference as they experience an environment that promotes positive attitudes to all people in society. Children learn to become aware of similarities and differences and increase their understanding of the wider world and learn to make a positive contribution themselves, by learning about different festivals, the community and the wider world in which they live.

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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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