

Inspection report for early years provision

Unique reference number	EY336468
Inspection date	11/11/2009
Inspector	Angela Margaret Ellis
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2006. She lives with her family in Halifax, close to shops, park, schools and public transport links. The whole of the ground floor and the first floor bathroom and a 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 four children on roll in this age group. The childminder also cares for children aged over five years to six 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 a good knowledge of each child's individual needs and this ensures that she promotes all children's welfare and learning well. 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 successful relationships with the parents and she understands the importance of working with others involved in children's learning and care. The childminder has a good commitment to maintaining continuous improvement. However, the systems in place to reflect on and evaluate her practise through the self-evaluation process are in their infancy.

What steps need to be taken to improve provision further?

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

- develop a system to monitor that all areas of learning are being covered for all children
- improve how information is shared with other settings the children attend delivering the Early Years Foundation Stage to promote continuity and coherence to support individual children's learning and progression
- develop the system of self-evaluation that identifies strengths and areas for development in order to maintain continuous improvement and 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 implement the procedures for child protection to ensure that the well-being of the children is maintained. She understands her responsibilities in protecting children from harm. The childminder has access to a copy of the Local Safeguarding Children Board procedures on the internet which enables her to take the necessary steps to safeguard and promote the welfare of children. She is fully aware of, and implements, a procedure to ensure that a Criminal Records Bureau (CRB) check is obtained for all adults over 16 years of age in the home. Most of the records required for safeguarding and promoting children's welfare are maintained. This includes a comprehensive risk assessment that identifies aspects of the environment that need to be checked on a regular basis. A record is maintained of when these have been checked. Risk assessments for each type of outing are effectively carried out although these are not included in the record. The childminder has devised a 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 deployment of resources is good and the childminder is taking steps to ensure resources and the environment is sustainable. For example, children learn about recycling through everyday activities such as emptying left over food into the food waste bin and sorting packaging by their different materials into different containers. The childminder demonstrates a commitment to continued professional development. She does this by liaising with advisors at the local Children's Centre. She keeps up to date with current childcare practice through publications and links with other childminders with whom she meets and discusses current practice and emerging issues. The childminder demonstrates good ambition, vision and drive to develop herself professionally in the future. For example, she would like to go through the quality assurance process and become an accredited childminder. Recommendations made at the last inspection have been successfully implemented. The childminder has made a start on a system of self-evaluation by seeking the views of parents about the service she provides. However, this alone is not sufficient enough to demonstrate that she is reflecting on her practice in a meaningful way and has not considered the impact that any improvements made, have on the outcomes for children's learning.

The childminder meets the individual needs of children well irrespective of background or ability. She has developed strong relationships with the parents and she works well with them to provide an inclusive service for all children and families. Parents are well informed about their child and service, through daily discussions and written policies. Parents verbally share their observations, child's abilities and achievements with the childminder. This sharing of information and communication contributes to the childminder knowing the children well, which means she can effectively meet their needs. Parents clearly expressed their satisfaction with the service within testimonials. Indicating that there is a friendly, homely and yet professional feel to the service provided. They can also clearly see that there are rules and guidelines to be followed which is an excellent example to

be setting for the children.

The childminder understands the importance of working with other professionals, agencies and parents. During her time of caring for children the childminder has had liaison with the local school and nursery, therefore, she has developed sound relationships with practitioners. However, information from others delivering the Early Years Foundation Stage is not effectively used at present to identify learning priorities within the planning. The childminder recognises that children develop and learn in different ways and at different rates and a wide range of resources cover all the areas of learning. This enables the children to make progress; however, the assessments records do not clearly enable the childminder to monitor effectively how children are progressing through each area of learning towards the early learning goals to see if there are any gaps that need to be focused on.

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

The childminder demonstrates that she has a good understanding of the learning and development and welfare requirements, which contributes to her effectively promoting children's welfare and learning. Relationships between the childminder and children are good and she effectively recognises and meets children's individual needs. Children make good progress in their learning in relation to their capabilities and starting points. This is because the childminder provides a child-centred environment and space allows for a wide range of resources to be presented. These are easily accessible and storage containers are labelled with words and pictures to encourage children to make independent choices, and follow their own interests. In addition, the childminder 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 local park, which provides a varied range of experiences, such as playing on the play equipment, walks and space to run and play in safe open areas.

Children are given appropriate time and space to be able to play independently. They are supported by the childminder well when necessary, demonstrating that she understands when and when not to intervene. Interaction between the childminder and the children is very warm, and trusting relationships have been developed, which increases children's sense of well-being and confidence. Toddlers were observed to be very inquisitive and interested in exploration and investigation in many of the sensory toys and activities. For example, they play with a train track and trains with lots of appropriate language from the childminder to encourage them to extend their play. Praise and encouragement are given to the children throughout the inspection.

The childminder gleans information from parents at the start of the child's time at the setting and she 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.

Children demonstrate that they feel safe and secure within the setting because they are settled and confident to independently explore their environment. This is because very caring and trusting relationships have been established between the children and the childminder. Children have a balance between freedom and safe limits. The childminder understands that suitable types of activities and appropriate levels of support give the children confidence to take risks and try out new skills. She knows their capabilities well. They learn how to evacuate the home safely in an emergency and practise fire drills, and a record is kept of these. A written record monitors visitors to the home.

The children learn to develop an understanding of adopting good personal hygiene practices. For example, children are encouraged to take their shoes off so that they are not bringing in dirt from outside when it's wet and they clean their hands at appropriate times throughout the day with sanitising gel. The childminder encourages children to learn about the benefits of healthy eating and offers a balance of nutritious meals that includes plenty of fresh fruit and vegetables. The children enjoy being active and taking part in a varied range of physical activities, which supports children's physical development. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. The childminder successfully provides activities that capture children's interests and, therefore, they behave well. The childminder supports children in developing an understanding of the wider world and the importance of respecting all people in society. This is because a wide range of resources are provided that promote positive images of others within society. Children make good progress in communicating, literacy, numeracy and skills relating to information and communication technology, therefore developing their skills for the future. This is because a good range of activities are provided that children can actively explore that facilitates their development within these areas.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----