

Inspection report for early years provision

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Inspection date	02/02/2010
Inspector	Shaheen Matloob
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 was registered in July 2009. She lives in a terraced home with one child in the Elland area of Halifax, west Yorkshire. Local amenities, such as shops, parks, schools and a library are all within walking distance. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed area for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and currently cares for two children, one of whom is in the early years age range. The childminder walks to one of the local schools to take and collect children and regularly attends nearby playgroups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe, well cared for and enjoy a close and affectionate relationship with the childminder. However, her systems to follow safeguarding procedures are not fully robust. Children are particularly well supported and enjoy a healthy diet and make a positive contribution. Partnerships with parents are established and contribute towards meeting the individual needs of children well. However parents are less involved in contributing to and supporting their children's learning and development. The childminder generally takes positive steps to evaluate her provision, involving children and parents. However, these are not fully established and do not clearly identify priorities for development.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of safeguarding issues and obtain a copy of the relevant guidance
- develop observation and assessment to identify learning priorities, match observations and assessment to the expectations of the Early Learning goals and plan relevant and motivating learning experiences for children
- improve the ways in which parents contribute to children's learning and development and support children's learning in meaningful ways.
- continue to improve the systems for self-evaluation and reflection so that strengths and areas for improvement are clearly identified and the provision and outcomes for children are improved.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children and protect their welfare. The childminder has completed relevant training and has the skills required to protect children. Although, as she does not have a copy of relevant safeguarding guidance, she is less informed about implementing safeguarding procedures and sharing information with key agencies.

The childminder demonstrates a commitment to providing good quality provision for children in her care and improving her knowledge and learning new skills in order to improve her provision and practice for children. Overall records, policies and procedures are appropriately monitored and the childminder evaluates the effectiveness of these policies and practices, including the complaints procedures. Good systems are in place to ensure that all children are making progress. The childminder takes positive steps to narrow any achievement gaps. She uses records of assessments and information regarding children's starting points and capabilities to track children's progress.

Appropriate levels of monitoring, self evaluation and plans for improvement are likely to bring about some improvement to the provision for all children. The views of parents and children are sought, valued and acted upon. She has introduced questionnaires for parents and has discussions with the older children. In return, parents comment that they are very happy with the care and know that it is of a high standard. Children comment that the childminder is 'nice and we make cookies'. The childminder has started to use the Ofsted self-evaluation and has clearly identified some strengths in terms of outcomes for children and improvement. However, there is insufficient evidence about applying this to the provision overall.

The childminder has effective partnerships with school staff to promote learning and well being for the children attending her setting after school. Regular communication takes place and information is shared to ensure progression. Established relationships with parents ensure that the individual needs of children are met well. Parents are provided with good quality information about the early years provision, through a comprehensive 'parents pack' on introduction. Parents are generally well informed about their children's achievements and progress through learning journey's and a daily diary to ensure continuity of care. A successful settling in period ensures that parents share what they know about their child and systematic observations determine children's starting points and capabilities. However, there are fewer opportunities for parents to be involved in supporting their children's learning and development.

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

The childminder provides a warm and caring environment for children and their parents. She is effective in helping ensure that children feel safe and that furniture,

equipment and toys are suitable, safe and conform to safety standards. Comprehensive and thorough risk assessments and daily checks manage and eliminate risks indoors and out. As a result, children are happy to leave the childminder and explore independently, growing in confidence.

The childminder is developing her knowledge of the Early Years Foundation Stage and is using her knowledge to plan and provide an appropriate range of activities, to help children improve their learning and development. She has good systems in place to regularly observe children and record their progress, but this is not used effectively. Observations are not effectively matched to the expectations of the early learning goals and therefore motivating and relevant experiences are not planned to help children make good progress.

Space within her home is organised efficiently and used well to maximise play opportunities, providing the children with a spacious environment to explore and investigate. Toys and resources are set out attractively on the floor, within easy reach for babies who are beginning to be mobile. This means that they can begin to make choices about the resources they play with. Resources are rotated so that children have access to a balanced and interesting range of play opportunities and experiences. Children have suitable opportunities to begin developing early skills to support future learning. They begin to vocalise and respond to the childminder through gestures and body language. Children show pleasure and excitement by bouncing up and down as they investigate musical and light up toys, repeatedly pushing and pressing buttons to listen to music.

Older children are involved and included in the running of the setting. They develop their understanding of healthy eating as they buy food from the supermarket, help to plan the meals and make choices about their food and drink. The childminder knows children well and supports their care routines in accordance with parent's wishes. All meals and snacks are freshly prepared, nutritious and avoid large quantities of salt, sugar and fat; menus are planned in advance and food is served fresh. A multicultural diet is offered to ensure that children encounter and try unfamiliar foods. Water and fruit juice is provided throughout the day. The childminder effectively enables children to be active through good levels of support and supervision. For example encouraging children to sit unaided and holding their hands so that they develop strength and balance.

There are well established routines and the childminder recognises when children need comfort or rest and supports this effectively, helping children to feel content and secure. Children develop self-esteem and begin to gain the ability to believe in themselves as they receive good care, support and reassurance.

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	2
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	3
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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	3
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	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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