

Inspection report for early years provision

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Inspection date	03/02/2010
Inspector	Helene Anne Terry
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 2006. She lives with her husband and three children aged 11, nine and five years in Brighouse, West Yorkshire. The whole of the ground floor and first floor small bedroom are used for childminding. The children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. At present, she has six children on roll between the ages of two and nine years, most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder 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 and awareness of children's individual needs, enabling her to promote and safeguard their welfare effectively. She has a good knowledge of how to promote children's learning and development and this is reflected in the good progress children make. Effective partnerships are evident with other early years providers and children benefit from the close relationships established with parents. The childminder's systems for self-evaluation are being developed and she demonstrates a good ability to continually look for ways to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- further extend information gathered from parents about children's starting points to ensure sufficient challenge and stimulation for learning and development are implemented without delay
- continue to develop the use of self-evaluation processes as the basis for ongoing internal review, clearly assessing what the setting offers against robust criteria.

The effectiveness of leadership and management of the early years provision

Children's well-being is effectively safeguarded because the childminder has a good knowledge of child protection issues and understands the procedures she should follow if she has a concern about a child. Furthermore, appropriate arrangements ensure all adults living in the home have undergone vetting procedures. Frequent

and very thorough risk assessments, covering all aspects of her provision, ensure children are cared for in a safe and secure environment. Good documentation is in place to safeguard children and all required records are very well maintained and shared with parents.

The childminder is well organised and makes effective use of the ample space available within her home. Children are able to move freely around the ground floor rooms, depending on which activities they choose to take part in. There is a dedicated playroom with a very good range of quality toys and resources stored in clearly labelled boxes and on shelving, giving children independent access and choice to enable active learning. The childminder actively and effectively promotes equal of opportunity. For example, all children take part in the full range of activities. Their individual needs are addressed very well and she is aware of children's learning styles; as a result, children make good progress. The childminder provides a good range of resources and activities that effectively promote children's understanding of diversity in society; consequently, children learn to respect and value people's differences and similarities.

The childminder builds positive relationships with parents. They are well informed about her practice through discussion, written policies and procedures, notices and newsletters. They regularly exchange information about children's activities and achievements through daily diaries and children's 'learning journeys'. Parents' comments are encouraged to enhance continuity of care. However, limited information about children's starting points in relation to the early learning goals is gathered when children first start the setting. This prevents the childminder from planning for their individual learning needs as soon as they begin attending. Parents are very appreciative of the care given to their children. They make comments such as, 'my child can't wait to go'. Children's individual needs are clearly identified and supported well in conjunction with other early years settings. The childminder has taken effective steps to develop links with other providers to promote continuity in each child's care, learning and development.

Although the childminder effectively evaluates her practice to some extent to make improvements, it is in the early stages and does not rigorously cover all aspects of her setting. She seeks the views of parents and children through discussions and questionnaires. She attends a good amount of training to further develop her understanding of early years to benefit the children. The recommendations identified at her previous inspection have been completed and she has updated her documentation to cover all eventualities. For example, she has created procedures to follow in the event of bad weather and has given parents this information to protect children. The childminder clearly demonstrates a strong commitment to her ongoing improvement.

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

The children have a warm, friendly relationship with the childminder and are secure and confident in her care. She is careful to meet their individual needs and follows their usual home routines. Consequently, they feel safe and approach her

for support and cuddles and to show her what they have achieved. The children behave well and are helpful to others. Four-year-olds help the younger children to take off the lids of the yoghurt pots and show affection towards them. The childminder has a good understanding of positive ways to manage children's behaviour and has consistent age-appropriate expectations for them. Children learn good social skills; they are polite and are learning to share fairly with others. Children respond well to praise and receive recognition for their achievements so they understand when they have done well.

Children make good progress across all areas of the Early Years Foundation Stage. They enjoy a good range of activities that are adult- and child-led. Activities are flexible and take account of children's individual interests and stages of development. The childminder watches the children as they play to assess their development. She records their progress and uses this information to help make decisions for their future learning using their next steps in development. The children enjoy their time with the childminder and are interested in what is provided. They are keen to take part in activities and sometimes show periods of sustained concentration. Children are currently very interested in role play. They delight in dressing up as doctors and nurses as they make each other better, using the bandages, stethoscope and thermometer. The childminder joins in their play and extends their learning well. When children ask what the 'axe' is for, in the medical bag, she explains about testing reflexes. Through play children also learn about emotions. The childminder asks them whether their patient is sad or happy when they are ill and they talk about temperatures being too hot or too cold. Children delight in experimenting with the cushions and colourful material in the dressing-up box as they make beds to lie down in. Creative play continues when the children use paint, make collages and mark make using a range of media. More-able children are learning to write their own names and all children like looking at the books that cover a variety of topics, such as visiting the dentist. Children learn about the wider world and the community, and discover and experiment, for example, looking at the differences in seeds in fruit.

Children learn about healthy lifestyles through daily routines and activities. They have regular opportunities to play outdoors in the garden or at parks to exercise, build up muscles and develop coordination. They learn about food that is good for them through healthy, balanced meals and discussions at mealtimes. They confidently wash their hands before mealtimes and after visiting the bathroom, to get rid of the germs. Children regularly take part in the fire drills and learn how to cross roads safely during outings. The childminder also reminds children how to use equipment safely in the home; as a result, they learn how to keep themselves and others safe.

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
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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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