

## Inspection report for early years provision

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<b>Unique reference number</b>	303611
<b>Inspection date</b>	18/02/2010
<b>Inspector</b>	Shazaad Arshad
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1995. She lives with her husband in the Elland area of Halifax. The house is close to a local school, shops and a park. The whole of the ground floor is used for childminding; this comprises the lounge, dining room and kitchen. The bathroom is located on the first floor. There is an enclosed area at the rear of the property for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is registered on the Early Years Register and currently has one child on roll in this age range. The provision is also registered for the care of older children on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. The family has two cats.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Effective policies, procedures and practice ensure the safety and welfare of the children who attend the setting. Children are happy and settled in the enabling environment, which allows them to explore, play and learn in a secure and confident manner. They are recognised and valued as unique individuals and make good progress towards the early learning goals. Partnerships with parents and other settings are very strong and the childminder successfully promotes the inclusive service which is tailored to respect, meet and support children's individual needs. The self-evaluation process is being developed and the childminder identifies most areas for development in order to drive continual improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further the systems of self-evaluation to ensure all aspects of the provision are reviewed and monitored to support aims for ongoing improvements
- develop further the systems of observing and assessing children's achievements across the Early Years Foundation Stage (EYFS) framework to clearly identify the links between their starting points and their next steps.

## **The effectiveness of leadership and management of the early years provision**

The childminder has recently completed safeguarding training and fully is committed to promoting children's safety and welfare. Her clear understanding of child protection issues, and confident ability to follow the procedures in the event of such concerns, effectively safeguards the children. Risk assessments work well

in practice and enhance children's safety. The childminder is vigilant and supervises children effectively. Separate risk assessments are undertaken for outings and these include learning opportunities for children, such as about 'stranger danger' and road safety, which help the children develop their own safety awareness. The risk assessment are very thorough and completed in extra detail every term. Children regularly practise the fire evacuation procedures and are involved drawing up the safety rules within the home. Documentation and records required to safeguard children's welfare and well-being are consistently maintained. They are stored confidentially and securely.

The childminder has organised her home very effectively to give children space and opportunity to engage in a range of activities in comfort. They can move between activities and access low-level toys and resources easily and safely. As a result, the children make independent choices and develop their initiative. High priority is placed on meeting children's individual needs. Partnerships with parents are very strong and they complete detailed 'Children Come First' questionnaires and comment very highly about the service provided. Effective systems, such as the profiles, are used productively to ensure a two-way flow of information. The childminder has excellent links with the local school as she works in the Reception class as a teaching assistant. Consequently, the childminder has a secure understanding of children's individual needs and ensures that she enhances the delivery of the EYFS as children attend the same Reception class.

Systems for self-evaluation are developing and the systems do not clearly identify all areas of development. The childminder reflects on her practice and seeks the views of others, such as parents and Reception class teachers, to ensure all who use her setting will benefit. The childminder demonstrates a strong commitment to her personal professional development. She has completed a host of courses through her main work at the school. The training she has completed is a key strength in ensuring that she continually develops her practice. She has completed a diploma in Childcare Practice. In addition, she has completed short courses around behaviour management, food hygiene and inclusive practice and through her school employment courses which cover aspects of the EYFS and other specialist areas. For example, training in the areas of dyslexia, next steps, phonics and supporting children at Wave 1. She has a realistic view of her strengths and a secure understanding of how to prioritise development areas to enhance her service and continually improve the outcomes for children.

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

Happy, settled children enjoy their time at this homely, child-friendly setting. The childminder's warm and caring attitude towards the children enables them to feel safe and secure in her care. Children know what to expect because routines are in place. A good balance is built into their day during school holidays and after school. They have lots of free play, quiet activities such as stories and puzzles, and opportunities for boisterous and messy activities. Children enjoy daily outdoor experiences. They have attended numerous places of interest during the school holidays. The visits include trips to Bagshaw Museum, Wilton Park, Royal

Armouries and Thackray Medical Museum. The outings have proved very popular and extend children's thinking about the wider world. The setting is well resourced. The childminder stimulates children's interest by facilitating their interests in the themes and topics. For example, children's interest in the snowflakes developed in to a full theme on winter and winter topics. This approach helps children make meaningful choices about how they develop their own interests.

The childminder has a secure knowledge of the EYFS and understands how young children learn best. She observes them carefully and keeps records of their activities using annotated photographs in individual scrapbooks and development files. She links their achievements to the early learning goals and is beginning to identify next steps to move their learning forward. However, the system does not yet clearly identify children's journey from their individual starting points or clearly highlight the links to their next steps of learning.

The children are becoming inquisitive learners who enjoy exploring and discovering for themselves. They have lots of opportunities to learn through their senses. For example, they add different textures and colours to the play dough. Children are encouraged to improvise and are very confident in themselves. They enjoy drama and dance and act out roles. For example, they concentrate on thinking about safety on aeroplanes and role play being a flight attendant and dancing in a Bollywood theme style. Communication skills are given high priority. Children spend their time talking to the childminder, themselves and each other. They share their ideas openly with the childminder, who spends her time playing with them at their own level. She gives them good eye contact, speaks clearly to them and gives them time to respond to her open-ended questions.

Children are encouraged to have a healthy lifestyle through regular walks and enjoyable physical play activities, such as to a local park where they are supported in climbing safely on appropriate play equipment. This helps them use up their energy while having fun. In the inclement weather, the childminder has thought of adventurous ways of encouraging physical play through dancing games and playing sledging games. Children are effectively helped to learn suitable personal hygiene routines. For instance, child-orientated posters are displayed to encourage them in washing their hands regularly. The children have colourful individual towels to dry their hands, which helps prevent the spread of infection. Children learn to use tissues and dispose of these effectively. The childminder has attended hygiene training and implements effective systems to minimise infection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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