

Inspection report for early years provision

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Inspection date	08/04/2010
Inspector	Shazaad Arshad
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 2003. She works with her daughter who is the co-childminder. They work from the childminder's home in the Skircoat Green area of Halifax which is close to all local amenities and schools. Childminding take place on the ground floor of the home with children accessing the first floor bathroom facilities. The home does not have an outdoor play area. The family has a pet dog which is kept on the lower ground floor during childminding hours.

The childminder is registered to care for a maximum of six children at any one time when working alone and for 11 children when co-minding with her co-childminder. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is offered Monday to Friday all year round.

There are currently 13 children on roll, of whom, five are in the early years age group. At present there are no children identified as having special educational needs or who speak English as an additional language. The childminder attends the local parent and toddler group 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 is experienced, highly skilled and works very well with her co-childminder. She shows an enthusiastic approach to make continuous improvement and plans for the future actively contribute to improving children's learning and development. Safeguarding procedures are robust and promote children's welfare. Her strong partnership with parents, schools and other agencies ensures the individual needs of the children are met. The childminder has successfully met the previous recommendation raised at the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop the children's profiles to clearly show their starting points and the next steps in their learning
- continue to develop the process of self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of the signs and symptoms of abuse and neglect, and has comprehensive policies in place for safeguarding children. She works very effectively with her co-childminder and ensures parents are aware

of her role and responsibilities to report any concerns. The childminder is involved in compiling the risk assessments for the home and, consequently, robust risk assessments ensure risks to children are minimised. She has completed the self-evaluation and is very enthusiastic about her working relationship with the co-childminder. They work very well together, consequently, children's welfare and learning is very comprehensively promoted. Along with her co-childminder, she has identified that developing planning and assessment systems further will enhance outcomes for children. The recommendation from the last inspection has been fully met and all the required documentation is in place.

Resources are of very good quality and promote equality and diversity. Activities and resources are attractively displayed in a stimulating learning environment. The childminder and her co-childminder share equal responsibility for the care and education of the children. They communicate very effectively with each other to ensure a consistently high service is provided. Parents are involved in determining their children's starting points in relation to their learning. They receive good quality information that is very professionally presented through noticeboards, displays, booklets and the sharing of children's observations. The childminder has established links with other settings and ensures there is a two-way flow of information with local schools to complement children's learning and development.

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

The childminder plans exciting activities on a weekly basis with her co-childminder, looking at children's interests and planning for the next stage of learning. She interacts with children exceptionally well and children are highly motivated by the activities that are provided for them. For example, they show wonder at a holistic play activity and are totally absorbed in exploring treasure baskets containing a wide range of sensory materials. The childminder uses the activity as an opportunity to promote learning and introduces new words which children respond to with assured confidence. Children have an excellent relationship with the childminder and approach her for reassurance. They also have a good relationship with their peers and children of differing ages join in all the activities with exceptional ease. Children develop their writing skills and make marks in a variety of ways. The children's achievements are recorded in their profiles. However, the profiles do not clearly show the recording of the children's starting points and how this is followed through to the next steps in their learning.

Children learn to take responsibility for their own safety as the childminder talks to them in the role play area. They talk about the play cooker being hot and taking care when eating hot food. Safety is of paramount importance and especially promoted on outings, and reinforced through activities and displays. Children learn about keeping themselves fit and healthy as they explain why they exercise and how the heart pumps blood around their bodies. The childminder works with her co-childminder to provide an excellent menu for children. Drinking water is available at all times and children have their own cups. Children show respect for other children's personal space when playing around them and their physical development is well promoted through movement to music sessions indoors, play

equipment in the home and regular visits to local places of interest. For example, children have visited Manor Heath Farm and Shibden Hall. Children develop very good skills for the future as they collaborate with each other and problem solve. They enjoy number rhymes and songs, and build and construct with an excellent range of construction toys, including a train track. Children also have access to a good range of equipment to promote technology.

Children are exceptionally well-behaved and completely at ease in the professional learning environment. The childminder has been involved in raising funds for children from African countries and has an outstanding commitment to promotion of inclusion and diversity. Children have access to an inspiring range of activities to promote diversity and are beginning to develop an understanding of the wider world. Children have used the Diwali festival to dress up in a range of Indian clothes and practise the traditional Indian dance. Overall, children are exceptionally happy and very settled in the care of the childminder and her co-childminder.

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	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

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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