

Inspection report for early years provision

Unique reference number	EY248569
Inspection date	01/03/2010
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 has been registered since 2003. She lives with her husband and two children aged nine and 10 years, in a detached property in Brighouse, West Yorkshire. Areas of the home used for the children include the lounge, kitchen, playroom and bathroom facilities on the ground floor. The garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. At present, she has three children on roll aged between one and three years, who attend for various sessions throughout the week. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddler groups 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 provides a welcoming and inclusive environment where children settle well and are happy and secure. The uniqueness of each child is valued and they receive a very positive experience of the Early Years Foundation Stage, in which their welfare and development are promoted well. Partnerships with parents are effective because the childminder provides clear information about the setting and children's daily routines. The childminder successfully identifies her strengths and most areas for improvement through her evaluation processes, and as a result, displays good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- further develop risk assessments to ensure that they cover each type of outing (Safeguarding and promoting children's welfare).
- 16/03/2010

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

- ensure that regular fire drills are carried out and details recorded in a fire logbook.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection procedures to enable her to safeguard the children in her care effectively. She has attended training and this has given her clear knowledge of the indicators of abuse. The Local Safeguarding Children Board procedures are to hand for reference and she informs parents of her responsibilities to the children in her care. Adult members of the household hold relevant safety checks to ensure suitability, promoting children's safety further. The childminder carries out daily safety checks on her home, ensuring the premises and resources are always safe for children; these are supported by written risk assessments. Although the childminder has an overall risk assessment for outings, this does not cover each type of outing, for example, the park or toddler group. This is a specific legal requirement. All of the other records and documentation required for safeguarding and promoting children's welfare are in place and well maintained. The childminder has a fire evacuation plan for her home and she talks to the children about this; however, she does not practise it with the children, and as a result, does not maintain a record of fire practices. Deployment of resources is good. Children benefit from the use of a designated playroom where toys are stored on shelves and in containers at child height, enabling choice and independence. Child sized tables and chairs are available, and posters and children's work displayed on the walls make it a welcoming and stimulating, inclusive environment.

Parents enjoy very positive relationships with the childminder and there are good systems in place to ensure a two-way flow of information. The childminder gathers important details from the parents about their children's development and care needs before children start. A good range of policies and procedures is available to parents so they are well informed of the service offered. At the beginning and end of the day, the childminder talks to parents about their child's day; written diaries support these discussions. Parents report that they are very happy with the care provided and feel that the individual needs of their children are being catered for very well. Parents are also informed of their child's progress through development records that are available. The planning of activities and daily diaries help inform parents about aspects of learning being undertaken. As a result, they can continue children's learning at home. Children in the childminder's care do not attend any other settings at this time; however, the childminder shows a good awareness of her responsibility to share information with other providers. The childminder promotes equality and diversity well, recognising children's individuality and providing appropriately for their particular needs. A good range of books, toys and activities helps children to understand about the community they live in and the wider world.

The childminder successfully monitors and evaluates her practice, by identifying her strengths and areas she wishes to improve. She uses the Ofsted self-evaluation form and obtains parents' and children's views of her setting through regular discussions and parent questionnaires. The childminder constantly updates her skills and knowledge, to the benefit of children, by attending training. The

recommendations made at the last inspection have been successfully addressed for the benefit of the children.

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

Children are happy, relaxed and well cared for. They move around freely and with confidence under the childminder's close supervision and enjoy a wide range of appropriate play materials. The childminder has a good understanding of the Early Years Foundation Stage and children's learning and development requirements. She knows each child very well and is responsive to their individual needs. All activities are linked to the interests of children and their stages of development, while still giving them choice to encourage independence. Individual development records for each child are maintained. These include photographs and examples of their work, along with written observations of the children, linked to the six areas of learning. The childminder records the next steps in children's development which are used to inform the planning of future activities. As a result, children are making good progress in their development. The childminder has a warm and positive relationship with the children and effectively supports their learning as she listens and interacts during their play. Children communicate with confidence and enjoy vocalising. The childminder encourages communication and language well, as she initiates conversation and reinforces toddlers' attempts to speak. Older children are encouraged to answer questions in their own words and they enjoy taking part in stories as they recall what happens next. Counting skills are brought into everyday activities as children count how many windows and doors there are on the pages in books. Children take part in a broad range of planned activities outside the home. They attend local toddler groups, visit the park and meet with other childminders and minded children, which provides children with lots of opportunities to socialise with peers and begin to learn about the world around them. Children enjoy learning about their environment. They make bird feeders and plant and grow various flowers through the year; for example, they grew tall sunflowers through the summer and are currently growing bulbs to give to their mothers on Mother's Day. Children learn about people and animals around the world. They have enjoyed learning about animals that live in cold climates and they are making igloos from papier mache as they learn about different habitats.

Children's health and welfare are successfully promoted. They learn about the benefits of healthy eating because the childminder offers a selection of well balanced nutritious snacks and meals, which include a selection of fresh fruit and vegetables. She helps children learn about the importance of maintaining good health and hygiene and talks to children about what is good for teeth. Children have regular opportunities to play outside in the fresh air and to exercise, taking trips to the park, going on walks and using resources in the childminder's garden. Trusting relationships exist between the childminder and children, which increases their sense of well-being and confidence and demonstrates they feel safe. Children are learning how to keep themselves and others safe. They learn about car and road safety when on outings and how to use equipment safely, such as scissors. As part of their daily routines they help to tidy away toys from the floor when they have finished playing with them to prevent tripping accidents. Children behave

very well and respond positively to the childminder's praise and encouragement. They are encouraged to share and take turns as the childminder sensitively redirects activities and more able children show care and concern for the younger ones. Good strategies are in place for managing behaviour, which are suitable to the children's ages, stages of development and understanding.

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

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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