

Inspection report for early years provision

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Inspection date	20/07/2010
Inspector	Kaldip Kaur Chaggar-Brown
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 1995 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The provision is open all year round except for the childminder's holidays. The childminder uses the whole of the ground floor and there is a garden for outdoor play. The childminder lives with her husband and three adult and teenage children.

The childminder is registered to care for a maximum of six children at any one time under the age of eight. Currently, she is minding 10 children altogether, four are in the early years age range and six are aged between five and eight. Children over the age of eight are also cared for. The childminder takes and collects children from the local school as well as attending the local playgroup.

The childminder is a member of the National Childminding Association and a local childminders group. She is supported by Calderdale Early Years Day Care Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they receive very good support from the childminder. They take part in a varied range of interesting and fun activities that keep their interest. As a result of good partnerships with parents children's welfare needs are well met. The childminder has good systems in place to identify the strengths and weaknesses of her provision. This allows her to ensure that continual improvements are made to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Documentation). 06/08/2010

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

- continue to extend the learning environment to offer more opportunities for children to be challenged when exploring, investigating and solving problems.

The effectiveness of leadership and management of the early years provision

The childminder implements the Early Years Foundation Stage successfully. She has effective systems in place to ensure that children are safeguarded. She has contact numbers included in her child protection policy for the local authority's initial response team if she has concerns about a child. Policies and procedures are implemented successfully, these include seeking permission to take children in her car and risk assessments. However, the childminder has not obtained written information about who can have legal contact with a child and who has parental responsibility for a child. This is a breach of requirements.

The childminder's commitment to her profession is good as she attends regular training sessions so that she is up to date with current practice in the childcare field. She also has a number of support networks which she uses to challenge and develop her practice. As part of her self-evaluation of her setting she seeks parental views through questionnaires and through discussion. She also acts on any recommendations made at inspection. She uses this information to bring about continual improvement to her setting.

Parents are kept well informed about their child's progress and achievements both verbally and in the form of a learning journal. Parents are encouraged to share what they know about their child, which helps when settling in new children. The childminder has good relationships with other providers of the Early Years Foundation Stage and she attends meetings so that information can be shared about children's learning and development. She uses this information to plan for children's learning while in her care. Partnerships are good as a result of this dialogue and children benefit because of it.

Good systems are in place to ensure that children's learning and development is well planned for. For example, the childminder has reminder notes, which she refers to daily, which identify the next steps in children's learning and development. All children are included in the setting and the childminder plans activities and experiences to meet children's needs. Resources are well used and the childminder has devised systems that allow all children to join in. She has made picture cards of her toys and resources which children can look at and ask to play with as some are stored out of sight.

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

Children enjoy learning because the childminder plans fun and interesting activities. These are often linked to events happening in children's personal lives. The childminder follows children's interest and uses their experiences to plan future activities. This results in a good balance of adult-led and child-led play. The childminder has effective systems in place to help her ensure that children's progress covers all areas of learning and development. This includes using a chart of the areas of learning to track children.

Activities are well planned so that resources are freely available to support children's interest. For example, a recent activity based around travel involved looking at a world map, travel brochures and an atlas. Children learn about the wider world and begin to understand where we live and where others may go on holiday. Their understanding of how people live and what other countries look like is being developed. Children actively learn about their local community and environment as they visit places of interest such as the war memorial.

Children have good opportunities to take part in physical play activities such as playing with a hoopla. They enjoy making music with instruments as well as singing songs and rhymes including learning a song in Polish. Children take part in social events such as at toddler groups and they make new friends when visiting other childminders.

Everyday routines are followed by the children and they know about washing their hands before eating and that they need to brush their teeth. The childminder reinforces good hygiene as she informs the children she has washed the fruit before they eat it. Children show good interest in the fruit and vegetables they have grown, which is beginning to develop their understanding of sustainability. They make choices about what they want to eat and know what is good for them and what is not. Children feel safe as they know what makes them feel safe. For example, they know that a seat belt should be worn when in a car and adults should not drive and use a mobile phone at the same time.

The childminder continually develops children's language as she introduces the correct names and terminology through discussion. For example, children learn to use the word 'sails' rather than 'flags' when talking about a boat. At the same time, the childminder takes advantage of children's interest and talks about size, shape and quantity, encouraging children to use words to describe what they see. The childminder extends and reinforces children's understanding during everyday play, for example, she encourages children to add and take away numbers in succession.

Satisfactory opportunities are provided for children to explore, investigate and solve problems by themselves within the learning environment. Children are learning independence through activities such as eating a yoghurt with a spoon by themselves.

The childminder is proactive when offering support to children, she is interested in what they do and say and values any contribution they make. Also children's self-esteem is boosted through the childminder's recognition of their behaviour such as when they share toys without being prompted. Equality and diversity is promoted well in the setting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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