

## Inspection report for early years provision

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<b>Unique reference number</b>	303675
<b>Inspection date</b>	15/04/2010
<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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1996. She lives with her husband, her teenage son aged 16 and adult son aged 27 in the Mytholmroyd area of Hebden Bridge, West Yorkshire. The playroom, kitchen, hall and bathroom, all on the ground floor, are used for childminding. There is a fully enclosed rear garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding three children in this age range. She also offers care to children aged over five to 12 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She attends local toddler groups and other facilities in the community. The childminder uses her car for childminding purposes to collect children from the local school. 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 satisfactory.

Children are happy and settled with the childminder who provides a welcoming, safe and stimulating environment. Children's individual needs are adequately supported and, overall, this enables them to make sufficient progress in all areas of learning. The childminder gives high priority to children's welfare and safety. She welcomes the inspection process, addressing recommendations raised at the last inspection, and she has very recently started the process of self-evaluation.

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

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

- further develop individual children's observations and assessments to ensure their next steps are clearly identified in future planning
- further extend opportunities for parents to contribute to their children's ongoing learning and development
- further develop the use of self-evaluation to maintain improvement in the setting.

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

The childminder has a clear policy statement which covers all aspects of safeguarding and protecting children in her care. She has updated her training and

ensures the contact details of the relevant agencies are current. The childminder is organised in her approach to ensuring all records and other related documentation are well presented. The risk assessments cover all aspects of the provision for the children, including outings. The childminder also carries out additional daily checks, which are monitored and reviewed as with all her documentation. This ensures children's ongoing safety and protection is managed sufficiently. The parents receive well presented details of the care and learning activities offered. They have access to the childminder's policies and procedures, which promote a strong emphasis on safeguarding children. The children have their own learning and development books which contain both written and photographic evidence of their activities and learning opportunities. They include trips taken and outside activities, and provide a detailed selection of the variety and range of experiences the children receive. These are all accessible to the parents at all times. However, although the childminder has a system where parents can provide input on their children's learning and development profiles, the comments are very few at the present time. In addition, the children's profiles do not fully assess the next steps in the children's development. The parents provide feedback through letters and cards. The feedback is very positive and comments on the high quality of provision provided by the childminder for their children. The childminder has established links with the school and pre-school to enable her to liaise and support each child's individual needs which promotes continuity and a shared approach. Children have regular activities and visits within their community which broaden their experiences and skills and are very much enjoyed by the children.

The childminder promotes a fully inclusive environment. The very wide range and selection of resources and equipment in the playroom support the children in all aspects of their learning and development. They are visible and accessible to the children, which enables them to self-select and make choices in what they do. The childminder rotates the wide range provided to ensure the children's interests and learning opportunities continue to be promoted effectively. The childminder is motivated to improve her practice through ongoing training. She recognises some of her strengths and considers ways to improve. She has successfully addressed the previous recommendations on completing her first aid and reviewing her health and safety practices. The process of completing her self-evaluation document is currently being developed.

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

Children are happy in the childminder's care as she is kind and caring. She provides a good range of toys and activities to meet their individual needs. For example, children enjoy activities that include painting, model making, construction and daily outings in the fresh air. Children benefit from a range of experiences that promote their learning. For example, they enjoy creative imaginative play and also look at books as they develop their knowledge and skills in communication, language and literacy. Very young children enjoy the tactile toys, building with blocks and the little cars and animals. Young children are encouraged by the childminder to make choices, to be vocal and make their preferences known.

Children have good opportunities to enjoy the outdoors as they develop their physical skills. For example, they play with the outdoor toys and visit the local park. The childminder uses observation and assessment to identify children's individual preferences and any gaps in their learning. Each child has a learning journey which contains adequate information about their learning and development. The childminder has recently started the development files and is aware of developing these further to ensure she identifies children's next steps in their learning.

The children are very happy, eager to play and are confident to talk and discuss what they want to do, such as setting out the push-and-pull toys in the hall or using the sand play outdoors. Children are supported to value what they do and are able to take responsibility for helping and sharing. For example, sharing the spade for sand play and helping each other with the physical play items. The positive relationships enable children to be secure and their individual needs to be fully supported by the childminder. Children have letters and words displayed around them. Language development is ongoing and the children actively engage in talking with each other and with the childminder. Children express themselves well and are confident in describing what they are doing and in asking questions. Opportunities for the children to use different tools and media to mark make with are also sufficiently promoted.

The range of games and resources enable children to match and sequence which effectively contributes to their number recognition. Outings to the local places of interest enhance children's knowledge of nature and the world around them, for example, collecting leaves for the autumn craft activities. Children enjoy attending the soft play provided through the community services. Other physical play is in the garden, park, on walks and other activity sessions which further develop their confidence and skills. Children enjoy role play and this is promoted well with the children to enable them to develop their imagination. The childminder promotes and supports the children in developing their skills, being inquisitive, being active and being independent learners.

Children feel safe in the care of the childminder as she has in place adequate systems to ensure the continued safety of the children. For example, she uses risk assessments to identify any potential hazards and ensures she teaches children about keeping themselves safe. Children are encouraged to be aware of their own safety by developing an awareness of safety. They are taught not to run in the house and are encouraged to tidy away toys. Children are also encouraged to stay close to the childminder when on outings. She has in place the required safety equipment when transporting children in her car, including the correct size seats, and also carries a first aid box on outings. Children adopt healthy lifestyles with the childminder as she encourages them to learn about healthy eating, For example, they enjoy healthy snacks of fresh fruit, sandwiches, milk or water. She works hard to promote children's positive attitudes to others by encouraging them, for example, to share and take turns. She uses lots of praise and encouragement to ensure that children develop positive feelings of worth when in her care.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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