

Inspection report for early years provision

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Inspection date	14/05/2010
Inspector	Melissa Louise Patel
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 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children, of whom three may be in the early years age range. The childminder is currently caring for 14 children on a part-time basis, of whom five are in the early years age range. She has been registered since 2003.

The childminder lives with her partner and son aged 10 years. They live in an end terraced house in Steeton near Keighley. There are shops and a park within walking distance of the house. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The childminder has a pet cat and rabbits. The childminder has links with other early years provisions that children also attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the Early Years Foundation Stage effectively, ensuring children have fun while being suitably challenged and included as they explore the environment. Therefore, children make good progress with their learning. Partnership working with parents and with other provisions that children also attend is strong in promoting children's development overall. The monitoring and evaluation of the provision's strengths and areas to improve promote continuous improvement well. This means that the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- record the evacuation drills
- encourage parents to comment on the children's development records to further include parents in their child's learning progress
- further develop equipment to support children's skills in information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are effectively supported by the childminder, who safeguards them well. For example, she has clear supporting procedures in place to protect children. Risk assessments are effective and minimise risks to children. Evacuation procedures are clear and the evacuation drills are practised with the children. However, the childminder has not recorded the evacuation drills to monitor any possible problems and, therefore, maximise the use of these procedures for children. The space and resources in the home and outdoors are arranged well overall to

support children's learning and well-being. The childminder supports equality and diversity well through planning appropriate activities and making resources available to help all children start to learn about and value the differences in people and their lifestyles. Children are progressing well with their learning because the systems in place to support them are effective overall.

The childminder works closely with the parents. For example, information is gathered regarding the children's individual routines before they attend the provision. This enables the childminder to make plans to support the children well when they do attend. Policies and procedures to support the smooth operation of the provision are shared with parents. The childminder keeps development records on the children, which are available to the parents. However, parents have not yet been asked to make comments on these files to further include them in their children's learning progress. Parents' comments gathered as part of the inspection process are very positive with regard to the care children receive and how they are developing at the provision. The childminder has established some effective links with other provisions that children also attend, to support their transition when taking them from one provision to another and to support their overall development.

The systems in place for monitoring the provision are good overall. The childminder reflects on her practice, using the Early Years Foundation Stage framework to ensure requirements are met and that the provision develops positively. This impacts well on her ability to maintain continuous improvement and, therefore, the children's welfare and learning needs are met effectively. For example, the childminder has updated her knowledge on the changes in regulations through attending training, such as on observation and assessment, and has completed a recognised early years qualification at levels 3 and 4. In addition, the childminder is using the knowledge gained to improve her practice, such as developing clear systems to help children progress with their learning. The childminder has made the improvements that were recommended at the last inspection by developing planning systems to support all children, and she has ensured there is a clear complaints record available should there be any concerns to record in the future. These changes improve the systems to support children effectively.

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

Children have a good range of experiences to help them progress across the areas of learning. For example, children are developing independence as they select resources that are easily accessible to them. Babies develop physical skills well as they investigate the environment. The childminder supports them by helping them develop their mobility. Children are learning to recognise numerals and develop counting skills through various activities and routines. Children develop their creativity effectively through using various resources, such as paint, glue and collage materials. Children experiment with toys that require them to work out how to operate them. Technology is introduced into the children's world, such as using toy mobile phones. However, the use of information and communication

technology is not yet maximised to further extend children's learning.

The planning, observation and assessment systems in place to support children's individuality are good overall. For example, children who are starting to count are helped to extend these skills through simple activities incorporating their individual interests, such as counting toy cars during play. Language skills are developing by the childminder extending their use of vocabulary through discussion, such as about books, and activities, such as singing. Babies are helped to extend their social skills and friendships through regular outings. The childminder understands the children she cares for well. She is skilful at giving them all individual attention and including children well together in activities. This aids their confidence and self-esteem.

Children are developing a good understanding about the wider world and diverse communities through using resources which are prominently displayed and positively portray people from a variety of different backgrounds. For example, children use some good quality books and jigsaws. They can view some varied language text and celebrate various cultural festivals, such as Eid and Saint George's Day. This all helps children learn to value the differences in people well.

Children behave safely at the childminder's. For example, they move around the home appropriately and talk to the childminder freely. They respond to requests from the childminder appropriately. For example, they help to pick up toys and they are learning to share resources with the other children. Children are starting to learn about keeping themselves safe through practising road safety when on outings and through discussing the importance of road safety. Children are helped to stay healthy effectively as they are cared for in an environment which is hygienically maintained. They are learning the importance of hand washing. Children explain that they also use hand gels to keep their hands clean. Children are helped to make healthy choices about what they want to eat at meal times. For example, they choose from ham, tuna and cheese sandwiches for lunch. They eat cooked meals, such as spaghetti bolognese and Spanish chicken for tea. Snacks consist of fruit and a drink of water, milk or diluted sugar-free juice. Children are encouraged to be active through regular outdoor play at the childminder's and on outings, where they receive fresh air while using their physical skills to explore a variety of equipment. For example, they can climb and can play with balls.

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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