

Inspection report for early years provision

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Inspection date	27/04/2010
Inspector	Rasmik Parmar
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.

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 1987. She lives with her husband, who is also a registered childminder, in a house in Sowerby Bridge, Halifax. The whole of the ground floor and the bathroom and toilet on the first floor are available to children. There is an enclosed garden available for outdoor play. The childminder is close to local amenities, including a library, parks, playgroups and shops. The family has four cats and two dogs as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which, may be in the early years age range. She is currently minding four children in this age group. She also offers care to seven children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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 kept safe in a welcoming and child friendly environment. The childminder's knowledge of the Early Years Foundation Stage is sufficient to deliver the learning and development requirements. Children's starting points are known, and assessments made from observations are in the early stages. The assessment records kept for individual children identify next steps to help children move towards the early learning goals. Parents are provided with satisfactory information about their child's progress, and links with other settings that provide the Early Years Foundation Stage have begun to be established. As part of maintaining continuous improvement the childminder has satisfactory systems in place for 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 children's assessment records to clearly show children's progress towards the early learning goals
- improve resources to more positively portray equality and diversity with particular regard to reflecting disability.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her legal responsibilities, regarding the safeguarding of children and the procedures to follow if concerns arise. She

has a good understanding of the types and signs of child abuse and is able to quickly identify, and obtain support for, a child at risk. The childminder carries out regular risk assessments of her home and has identified that the rear garden is currently not suitable for use by children. She is in the process of cleaning the rear garden so that she can begin to use it again. The childminder is clear about the evacuation procedures to follow if there is a fire and has a fire blanket displayed in the kitchen.

The childminder's home is welcoming and has a good range of resources and furniture, to enable children to play, rest and eat comfortably. Resources which promote equality and diversity are limited and do not portray disabilities. Resources are stored at child height so that children can independently access them. Children's understanding of the wider world is promoted through research on the internet.

The childminder has written policies and procedures, which are shared with parents. The childminder provides parents with verbal feedback when they come to collect their child. She shares with parents information about children's progress towards the early learning goals, to support and extend learning at home. Children in the care of the childminder, attend other settings, such as nurseries, and the childminder has established satisfactory links with these, in order to ensure information is shared for coherence and continuity in children's learning.

The childminder completed the Ofsted self-evaluation form online satisfactorily, to identify areas for improvement. Also, early years support workers have visited the childminder to help with bringing the practice up-to date, and improvements made are sufficient to meet the requirements of the Early Years Foundation Stage, leading to positive outcomes for children.

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

The childminder has sufficient knowledge of the Early Years Foundation Stage, to ensure children make satisfactory progress towards the early learning goals. She maintains assessment files for each child, with observations and photographic evidence, to identify the next steps in children's learning. However, these are in the early stages and the childminder is aware of further developing these to provide a clear picture of children's progress for the six areas of learning.

The home environment is organised sufficiently so that children can access resources independently and safely. Children develop skills for the future as they explore interactive toys and musical instruments. Their language development is encouraged by the childminder asking open-ended questions, and through opportunities for writing and reading. Children learn about problem solving through interacting with puzzles and games. They learn about numeracy from everyday routines, such as counting.

The childminder follows suitable nappy changing procedures for babies, and children learn about hygiene as they use hand cleaning gels before eating.

Children learn about keeping themselves safe in their daily activities, as they discuss road safety with the childminder and regularly practise fire evacuation procedures.

The childminder ensures that children can access drinking water whenever they wish, and that the children's individual dietary requirements are always appropriately met. She ensures they are provided with healthy meals and snacks throughout the day. Children have regular opportunities to play in the fresh air and for physical exercise. They enjoy visiting the nearby park and using the climbing equipment. Children form positive relationships with the childminder and show regard for each other. They are well behaved and their artwork is displayed on the conservatory window to boost their confidence.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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