

Inspection report for early years provision

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Inspection date	14/07/2010
Inspector	Shazaad Arshad
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 was registered in 1995. She lives with her husband in Illingworth, Halifax. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The home is close to local amenities, including a library, parks, playgroups and shops. The family have a pet dog.

The childminder is registered to care for a maximum of six children under eight years old at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years old to eight years old. The childminder is registered by Ofsted 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.

The childminder has worked very hard to improve her practice. She is very committed and focused on providing a service that recognises children's uniqueness and individual needs. She ensures that she gathers relevant information from parents and carers at the beginning of the childminding arrangements. Consequently, children feel happy and settled in her care. She has successfully ensured that she maintains her first aid qualification and has worked closely with early years support officers to develop her understanding of the Early Years Foundation Stage framework. She has systems in place to record children's achievements in their learning. She has started the process of self-assessment of her provision and has identified areas for improvement and development. The childminder promotes an inclusive practice and her resources adequately provide positive images of other cultures and beliefs.

What steps need to be taken to improve provision further?

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

- develop further understanding of the Early Years Foundation Stage framework; with particular regard to the development of records of children's learning and development to monitor the children's progress and use observations to help plan 'what next' for individuals and groups of children
- continue to build closer links with other settings that children attend that deliver the Early Years Foundation Stage, to complement and reinforce learning experiences within those settings.

The effectiveness of leadership and management of the early years provision

The childminder is sufficiently aware of her responsibilities with regard to safeguarding children. She is committed to reviewing her knowledge and understanding of children's safety and has identified further training to undertake, including safeguarding training. There are effective safeguarding policies and procedures in place, which are implemented to ensure children are safe in the childminder's care. She has in place satisfactory risk assessments for her home and outings. Children learn about crossing roads safely, following the green cross code and safe walking practices to the school. For example, they follow the path all the way round instead of taking a shorter path by going straight across. They talk about the dangers on the roads and stranger danger. All children practise the fire evacuation procedure. Consequently, children are safe in the childminder's care.

Systems are in place to ensure that children are collected by persons known to the childminder and have authorised parental responsibility for them. Toys and equipment are deployed effectively, to ensure children have easy access and can make choices in their play and learning. For example, children can access a good range of toys and games from the low level storage boxes. The childminder is diligent in her commitment, ensuring that she provides a service that is inclusive for all children and their families. Parents receive sufficient information about their children's day, as she discusses the details of the day and makes available all the recently updated policies. Arrangements for liaising with other professionals have started but are not fully in place. The childminder has identified through discussions that this is an area requiring further development.

The childminder is very experienced and has worked tirelessly, to ensure all the requirements of the Early Years Foundation Stage are now in place. She has worked with her local coordinator for additional support, in order to address previous actions raised. She has completed the actions and she is motivated to improve her practice through identifying further training. The childminder recognises her strengths and considers ways to improve through completing the self-evaluation document. She is very positive and realistic in her own evaluation. She remains committed to continually looking at ways to develop further through training and support. Consequently, she is determined to improve the service she offers to the children.

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

Children settle very well and are confident learners. They are very independent and are happy in the childminder's care. She provides a wide range of toys and activities to meet their individual needs. For example, children enjoy sitting with the childminder to play the rapid fire floor game. Children benefit from a range of experiences that promotes their learning. For example, they enjoy pressing and cutting out shapes from play dough. Children also learn about mathematical concepts, as they play darts and think about the numbers on the board. They

freely move around and independently play when it suits them, as they watch the 'Einsteins' children's programme in both rooms and imitate the violin sounds. They use language that is well within the expectations for their ages and they are encouraged by the childminder to make choices, be vocal and make their preferences known.

Children have plenty of opportunities to enjoy the outdoors, as they develop their physical skills. For example, they visit swimming classes weekly and use the larger apparatus in the parks and play gyms and at the childminder's home. The outdoor area is well equipped to develop the children's physical play with toys including quad bikes, a trampoline and push-and-pull items. There are plenty of electronic toys that support the use of technology and opportunities for children to use various tools. For example, the leap frog game. The childminder's books contain some positive images of race, culture and disability, which helps children learn about and recognise each other's differences. In addition, the childminder has a collection of Masi Mari ethnic dolls, and these are used as the basis of discussion around families from other cultures. In addition, they learn about other religions as they look at other world celebrations. Observations and assessments are used to identify some areas of development for each child and which activities they enjoy. The childminder has recently started the development files and at present, she does not clearly identify the link in her planning and the children's next steps in their learning.

Children adopt healthy lifestyles with the childminder, as she encourages them to learn about healthy eating. For example, they enjoy healthy snacks of toast, fresh fruit and have access to drinking water. The childminder has recently devised her own healthy eating menu, which comprises of a range of home cooked foods. Children have also made attempts to grow their own herbs and have taken part in planting their own strawberries.

Children make a positive contribution, as the childminder ensures that they have a good understanding of what is expected of them, in terms of behaviour and cooperation with others. She works hard to promote the children's understanding of acceptable behaviour. For example, she reminds children not to take toast into the lounge. She uses lots of praise and encouragement, to ensure that children develop positive feelings of worth when in her care. Overall, the childminder has a calm, caring and committed approach to her work.

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	2
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

Outcomes for children in the Early Years Foundation Stage	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	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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