

Inspection report for early years provision

Unique reference number	EY404687
Inspection date	08/04/2010
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 2009. She works with her mother who is the co-childminder. The childminder works from her mother's home in the Skircoat Green area of Halifax. The home is close to all local amenities and schools. Childminding takes place on the ground floor, with children having access to the first floor bathroom facilities. The home does not have an outdoor play area. The family have a pet dog who is kept on the lower ground floor during childminding hours.

Care is offered Monday to Friday all year round. She is registered to care for a maximum of five children at any one time when working alone, and for 11 children when working with her co-childminder.

There are currently 13 children on roll, of whom, three are in the early years age group. At present there are no children identified as having special educational needs and/or disabilities, or as speaking English as an additional language. The childminder attends the local parent and toddler group, and is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, contented individuals who benefit from the commitment and care offered. The childminder knows each child's unique attributes and takes positive steps to ensure that their individual needs are consistently met. Healthy eating and the deployment of resources are major strengths of this highly motivated childminder. She has made a successful start to her role, with the assistance of her co-childminder. The children benefit from the positive relationships established with their parents and the well-planned programme of activities, learning experiences and play opportunities they take part in. The childminder's process of self-evaluation and links with other settings children attend are in the early stage of development.

What steps need to be taken to improve provision further?

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

- develop links with other settings to ensure there are two-way flows of information to complement children's learning and development
- continue to develop the children's profiles to clearly show their starting points and the next steps in their learning
- continue to develop self-evaluation to identify the setting's strengths and areas for development that will improve the quality of provision for all

children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the signs and symptoms of abuse and neglect, and has comprehensive policies in place for safeguarding children. She works very effectively with her co-childminder and ensures parents are aware of her role and responsibility to report any concerns. The childminder is jointly involved in compiling the risk assessments for the home, and consequently, robust risk assessments ensure risks to children are minimised. She has recently started the process of self-evaluation and is very enthusiastic about her working relationship with the co-childminder. They work very well together, consequently, children's welfare and learning is very comprehensively promoted. Along with her co-childminder, she has identified that further developing the profiles and extending links with other settings will enhance outcomes for children.

Resources are of very good quality and promote equality and diversity. Activities and resources are attractively displayed in a stimulating learning environment. The childminder and her co-childminder share equal responsibility for the care and education of the children. They communicate very effectively with each other to ensure a consistently high service is provided. Parents are involved in determining their children's starting points in relation to their learning. They receive good quality information that is very professionally presented through notice boards, displays, booklets and the sharing of children's observations. The childminder has recently started her work and has not yet established links with other settings.

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

The environment is warm, welcoming, inviting, child friendly and in good condition throughout. The childminder is proactive in planning exciting and interesting activities for the children and uses all additional resources to help the children achieve their goals. For example, she has purchased a book written on the Early Years Foundation Stage and she uses the Early Years Foundation Stage framework guidance and practice cards to help her plan. The planning is linked to the early learning goals and she works very well with her co-childminder to provide stimulating play opportunities. Children are able to freely choose from an extensive selection of age-appropriate resources. Photographic evidence of children playing in various situations shows their enjoyment and the progressive learning taking place. There is very good interaction between the childminder and the children. She meets their individual needs well and children are very happy and content in her care. The children's achievements are recorded in their profiles. However, the profiles do not clearly show the recording of the children's starting points and how this is followed through to the next steps in their learning.

Children enjoy table top games and complete interesting jigsaws. They look at the different places in the world and discuss what to wear in either hot or cold

countries. Children are confident to ask for alternative toys and independently help themselves. The childminder skilfully extends their learning by interacting with, questioning and challenging children appropriately during their play, for example, when looking at colour, shape, and number.

Children are confident and self-assured. They play very well alongside the childminder's own young child and they follow her instruction. The childminder provides for an inclusive environment where everyone is welcomed and feels valued. Children become aware of the differences and diversity in the world around them through the provision of resources and positive images. Children are well-behaved, polite and well-mannered. The outdoor is very well used due to the restrictions for outdoor play at the co-childminder's home. Children benefit from numerous outdoor activities they undertake with the childminder, for example, walks in park and visits to the local playground. Children also benefit from regular outings to local soft-play facilities and community groups. Children benefit from the healthy lifestyle promoted by the childminder. They enjoy a range of healthy snacks and nutritious, freshly prepared, home-cooked meals forming a well-balanced diet and menu. Their individual dietary needs and preferences are known and met very effectively and sensitively, in consultation with parents. Children become independent in self-help skills and they begin to understand and adopt healthy habits, as they wash their hands before eating their meals. Children learn how to keep themselves safe, for example, they take part in regular fire evacuation practices and wear high-visibility vests on outings. Overall, the childminder has made a good start to her childminding and children are very happy and settled 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

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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