

Inspection report for early years provision

Unique reference number	EY410401
Inspection date	22/11/2010
Inspector	Shaheen Matloob
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 May 2010. She lives with her three children in the Bradshaw area of Halifax, West Yorkshire. Local amenities, such as shops, parks, schools and public transport links are all close by. The whole of the childminder's home is used for childminding and the family have three hamsters and a rabbit.

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

The childminder collects children from one of the local schools and attends childminder support and toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and stimulating environment where children make good progress in their learning. There are effective arrangements in place that promote children's safety, health and welfare. Good relationships and the sharing of information with parents ensures that they are kept up to date about all aspects of their children's day and achievements. Since registration, the childminder has made positive progress to improve her practice. She has identified some areas for future development that are likely to improve outcomes for children and the overall provision.

What steps need to be taken to improve provision further?

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

- improve the systems for self-evaluation and reflective practice to identify priorities for development and how these will improve the outcomes for children and the provision overall
- ensure effective continuity and progression of learning by sharing relevant information with other providers and organisations.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies, strategies and procedures to ensure the safeguarding and welfare of children. She demonstrates a high level of

commitment to promoting children's safety. She is knowledgeable about child protection issues and how to implement relevant safeguarding procedures. Good systems are in place to record and share information with appropriate agencies, in the event of a concern being raised about a child's welfare and safety. The childminder actively promotes equality of opportunity and has a secure understanding of children's backgrounds and needs. Children begin to develop an understanding of diversity and difference through the wide range of resources, such as instruments from around the world, dressing up clothes, dolls, books that represent gender, disability, and non-stereotypical images.

Regular informed discussions are used alongside observations to seek parents and children's views and any suggestions are welcomed and acted upon. The childminder is able to identify some areas for improvement, although systems for self-evaluation are not fully established as yet. The childminder has organised her home efficiently and an interesting and well equipped designated play room offers children a wide range of play activities and resources, which children access and tidy away independently. Comprehensive policies and procedures ensure that children are protected and supported well.

The childminder works well in partnerships with parents, providing them with good quality information about the setting. She uses the introduction and settling in period to gather valuable information from parents so that she can meet children's needs effectively. Daily verbal communication and free access to written records keeps parents well informed about their children's achievements and progress. The childminder also talks to parents about how they can continue to support their children's learning at home. This successful partnership promotes children's development, well being and ensures continuity of care and learning. Children clearly benefit from this positive relationship and settle well in response. The childminder has some arrangements for communicating with other providers and settings; however this information is not used effectively to fully support progression and continuity of learning.

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

The childminder uses her knowledge of the Early Years Foundation Stage and children's abilities and interests to plan and provide an interesting and stimulating range of activities. These meet children's individual learning requirements and offer sufficient challenges. Regular observations and assessments help to identify next steps and monitor children's progress. Children are supported well through interaction and effective questioning which promotes learning. In return, children make good progress given their starting points and capabilities.

Children are happy settled and self-assured in the childminder's home and explain that they like coming to her house and that they favourite toy is the train track. Children make very good progress and have good opportunities to develop their skills in communication, literacy and skills relating to information technology. For example, children are confident communicators and have frequent opportunities to

engage in discussions with the childminder. They enjoy mark making and recognise some of the letters of the alphabet in their name and attempt to write them. They use role play activities to write shopping list and explain that they need 'sprinkle apples and milk'. Children gain good problem solving and persist for some time, whilst playing with a shape sorter to work out what shape goes where. They also use some number language spontaneously as they count stacking pots. Children also recognise shapes, such as a star and the childminder introduces new words, such as hexagon and also promotes colour recognition.

Established daily routines and discussions help children to begin to understand the importance of personal hygiene. Children have individual towels and they are encouraged to wash their hands before meals. They also demonstrate their knowledge through play as they explain how they clean the blackboard so that they can have a clean surface to make marks on it. Disposable wipes are also used to maintain good levels of hygiene. A clear sickness policy and hygienic nappy changing procedures ensure that necessary steps are taken to prevent the spread of infection. Children benefit from a range of healthy and appetising meals and snacks that meets children dietary requirements and promotes healthy growth and development. The childminder introduces a balanced and nutritional diet and children also sample foods from other countries, which develops their tastes. Children are involved in making choices about the fresh fruit they want for snack and different fillings for sandwiches. Meal times are relaxed and children take time to explore and thoroughly enjoy their food.

Children's risk of accidental injury is minimised as the childminder has implemented good safety precautions and carries out a comprehensive risk assessment and daily safety checks. The childminder uses her knowledge of children's developing abilities to give them the freedom to explore and become independent but, remain safe and supported. Children are also made aware of potential hazards as the childminder teaches them a how to be safety conscious both indoors and outdoors. As a result, children begin to show an understanding of how to keep themselves safe and know that they must not stand on furniture because they will fall and that they must stop and hold hands before crossing the road.

Children are consistently well behaved because the childminder uses positive strategies to manage their behaviour. Sensitive explanations, according to their age and understanding helps children to understand right from wrong and what is expected of them. This positive approach ensures that there are clear and realistic boundaries and effectively promotes children's welfare and development.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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