

## Inspection report for early years provision

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<b>Unique reference number</b>	311052
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Abigail Cunningham
<b>Type of setting</b>	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 1998. She lives with her husband and two adult children in Dalton, Huddersfield. The whole of the ground floor property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and preschools. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language. The childminder has a Level 3 National Vocational Qualification in Early Years Care and Education. She coordinates the local childminding support group and 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 is good at promoting the children's welfare and is working well to ensure all children are included and their individual needs are fully met. The childminder has developed positive links with the parents. Self-evaluation takes into account the views of parents and is effective in identifying strengths and priorities for improvements. The children are making good progress in their learning and development and enjoy creative and problem solving activities. They are developing a positive approach to being healthy and have regular opportunities to practice their physical skills.

## **What steps need to be taken to improve provision further?**

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

- develop further the children's assessment records, so that they clearly identify the next steps in children's learning
- implement monitoring systems to ensure that there are no gaps in the children's learning.

## **The effectiveness of leadership and management of the early years provision**

All the required checks have been carried out on the childminder and her family. Comprehensive written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted. The childminder has

previously completed child protection training and reads any relevant information to keep up-to-date with any safeguarding issues. She knows the different types of abuse, the possible signs of abuse, the reporting procedure and she has local safeguarding contact details readily available. Detailed risk assessments for the home and outings are regularly undertaken and reviewed. All potential hazards have been identified and minimised, for example, cleaning substances are inaccessible to children, as they are stored in a high cupboard in the utility room. The parents are involved in the self-evaluation process, as their views and ideas are sought; for example, they are asked to complete a feedback form. The childminder's self-evaluation accurately reflects priorities for improvements. The action which is taken by the childminder is carefully planned, so that improvements happen where they are most needed, for instance, the childminder is planning to implement monitoring systems to ensure that there are no gaps in the children's learning.

The childminder has initial meetings with parents and shares her policies, procedures and training certificates with them. The childminder knows the children and their families very well. For example, she is fully aware of the children's backgrounds, home language, individual needs, routines and parents' preferences. The parents receive clear and detailed information about the children's care through the completion of individual diaries, development records and daily discussions with the childminder. The parents are currently adding their comments to their child's daily diary and feedback forms and thank you cards from parents are very positive.

The children are developing a positive attitude to others and a good understanding about the wider world and community. This is because the children enjoy playing with a broad selection of resources which reflect positive images, such as the empathy doll, saris, books and jigsaws. They also learn about interesting events, such as Christmas, Chinese New Year, Easter and St Patrick's day. The childminder has strong links with other local childcare providers, for instance, she runs a childminding support group.

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

The children adopt good hygiene practices. They are encouraged to cover their mouths whilst coughing and cooperate fully with hand washing routines. The children are successfully developing their self-help and decision making skills and can assert their own needs and preferences. For example, the children choose what fruit they would like to eat after their lunch. The children are active and understand the benefits of physical activity. They have regular opportunities to visit the local park and play in the childminder's garden. They particularly enjoy playing in the wheeled vehicles and on the swings.

Children learn to keep themselves safe because the childminder has devised a fire evacuation procedure, which has been practised with them. Most of the childminder's toys are made of good quality natural materials, which include wooden jigsaws and musical instruments. The children are encouraged to look

after the childminder's toys and furniture; for instance, they are reminded not to climb on the chairs. The childminder is a good role model. As a result, all the children are well behaved; for example, babies and young children use good manners without being prompted to do so and with support are able to share toys.

The childminder is skilled at planning activities for the children, which are based on the children's interests, needs, stages of development and themes. The childminder takes the children out on a good range of visits, for example, to the farm to see the animals and on nature walks to collect leaves. The children also have many opportunities during the week to mix with other children; for example, at the local toddler and childminding groups.

Children's development records show their achievements and progress and observations and photographs are linked to the six areas of learning. However, these do not identify what needs to be included in planning for children's individual next steps in learning and monitoring systems are not fully in place. The children are making good progress in their learning. They make choices about what they would like to play with and are eager to participate fully in activities. They can stick at tasks for long periods of time; for example, the young children play with jigsaws and musical instruments for most of the morning.

Young children do things for themselves, knowing that an adult is close by, ready to support and help if needed. For instance, one child enjoyed putting the doll in and out of the pram and asked the childminder to help her take the doll's clothes off. The children show a willingness to tackle problems, they enjoy self-chosen challenges and demonstrate a sense of pride in their own achievement, for example, one young child was very pleased when she independently completed a jigsaw.

Children enjoy looking at books and listening to stories, such as 'The very hungry caterpillar'. Young children can successfully recognise and name colours and are beginning to take an interest in counting. For instance, while looking at a book with the childminder, one child counted three plums and four strawberries. The children enjoy participating in a wide range of creative activities. They like to sing their favourite songs, play with the dough, paints and dressing up outfits. The children begin to make believe by pretending and they use available resources to create props to support role play; for example, while taking two babies into town in daddy's car.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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