

Inspection report for early years provision

Unique reference number	311065
Inspection date	14/04/2011
Inspector	Lindsay Dobson
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 registered in 1998. She lives with her family in Golcar, Huddersfield. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Bathroom facilities are available on the first floor.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, of whom five are in the early years age range. The childminder walks to local schools to take and collect children, and attends the local parent and toddler group and playgroup.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and provided with a good range of activities which supports their learning and development needs well, ensuring they make good progress. They are cared for in a well-organised and child-orientated home where they are kept safe and secure at all times. Required documentation is in place and used well to support the childminder's practice. Effective partnerships with parents are a key strength of the setting and contribute significantly to the childminder's sound knowledge of the individual needs of all the children in her care. Established partnerships with other providers support a consistent approach to learning. The childminder is in the early stages of evaluating her practice, but demonstrates a sound commitment to continually developing her provision and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm or abuse through the close attention of the childminder at all times and the practising of appropriate safety procedures, such as fire and road safety drills. A fully comprehensive policy informs parents of the childminder's responsibility with regard to safeguarding and she attends relevant training courses to keep her skills updated. Full risk assessments are carried out on all areas of the home, the garden and the visits undertaken to further promote children's safety. Children are cared for in a clean and well-maintained

environment. Toys and equipment are varied and of a good standard to promote their learning. The environment is inclusive, ensuring all children can access what they want in order to follow their particular interests. Children develop a sound understanding of diversity and difference, through the positive attitude of the childminder, the varied range of resources available and the cultural festivals celebrated. Attractive posters and artwork around the walls create a warm and welcoming atmosphere and promote children's curiosity and interest.

The childminder demonstrates a sound commitment towards the continual improvement of her service. She is keen to update her knowledge and skills through attending training courses and workshops in a range of relevant childcare and Early Years Foundation Stage subjects. The childminder meets with other local childminders and benefits from discussions and exchanges of ideas both with them and the local authority childcare coordinator. As a result of this, the childminder is becoming more aware and positive about reflecting on and evaluating her childcare practice. However, systems are not yet fully effective to enable her to clearly identify targets for future improvement. A key strength of the childminder's setting is the effective partnerships with parents, and others who may be involved with the children. This ensures they receive consistency in the care and support they need and learning outcomes are complemented by each provider. The childminder places great importance on accommodating each family's wishes in a flexible manner and she records daily events in a home diary for each child. Written policies and procedures underpin the good quality care provided and reassure parents that the childminder is committed to providing a very child-orientated environment.

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

The childminder has created a homely, caring environment where children can play safely and happily. The children are given choice in the activities they want to do and have good access to a range of balanced resources. The childminder is skilled at dividing her time between the children and offering reassurance where needed. She speaks to children in a calm, caring manner and is consistent in her approach. Their behaviour is good and they respond well to the childminder's reinforcing of appropriate boundaries. The childminder continues to develop her systems for observing and monitoring the children's development. She is currently using spontaneous and planned observations supported by photographic evidence to show how the children are progressing. The childminder shares the children's records of achievement with the parents to enable them to support their children's development at home.

Activities and resources available provide the children with learning opportunities across all areas of learning. Younger children move freely around the home choosing the toys they want to play with. They enjoy pretend play for example, making cups of tea and sandwiches for the inspector and using the range of replica power tools to act out fixing the childminder's cabinet. The childminder develops children's vocabulary and language skills as they play through the conversation she engages them in and new words she introduces them to. As children play with the

small balls they talk about how they feel and look, such as prickly, soft and sparkly. Babies are developing their voices as they gurgle and squeal whilst pulling on the toys attached to his baby gym. The childminder acknowledges their noises through smiling, laughing and clapping with them.

Children's physical development is supported very well. They have access to the childminder's well-resourced safe and enclosed garden where they enjoy using wheeled toys. The childminder takes the children out in the community to soft play areas, the local park where they climb and balance on large equipment and they enjoy feeding the ducks and having picnics on their regular outings. The childminder links children's physical development to their understanding of a healthy lifestyle. Children are involved in growing tomatoes, beans and strawberries and as they play they talk about liking asparagus. All meals and snacks are provided by the childminder and include fresh fruit and vegetables. A healthy eating policy shares this information with parents and they in turn ensure the childminder is fully aware of children's individual dietary requirements. Children are learning about the importance of good personal hygiene routines and they wash their hands before meals and after toileting and outdoor play. The childminder has very close and caring relationships with the children enabling them to feel confident and settled in a safe and fun environment.

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

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	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

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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