

Inspection report for early years provision

Unique reference number	EY409904
Inspection date	19/04/2011
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.

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 was registered in August 2010. She lives with her daughter in the Elland area of Halifax, West Yorkshire, close to shops, parks, schools and public transport links. The whole of the ground floor and the bathroom and the childminder's bedroom on the first floor is used for childminding purposes. The childminder has a rabbit as a pet.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a full and part-time basis. The childminder also offers care to children aged over five years. 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 she is a member of the National Childminding Association. She also holds a diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy and benefit from strong and loving relationships with the childminder who promotes many aspects of children's welfare with success. Children are safe and the childminder organises her home and activities to promote independence and allow children to make decisions about their play and learning. There is a close working relationship with parents who are happy with the care their children receive and their unique needs are met well. The childminder makes some use of self-evaluation to identify key strengths and areas for development but systems are not yet sufficiently robust to ensure all gaps in her provision are identified.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a written record of all complaints and a summary of their outcome, including the action taken as a result of each complaint (Safeguarding and welfare).
- 26/04/2011

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

- carry out regular fire drills with children and keep a log of these and any problems encountered and how they were resolved

- develop self-evaluation and reflection systems to identify strengths and areas for development that will improve outcomes for children and the overall provision, and meaningfully involve children and parents by seeking their views.

The effectiveness of leadership and management of the early years provision

The childminder has a clear commitment to children's safety and ensures that detailed and thorough risk assessments are carried out, alongside daily safety checks to manage and minimise hazards. She is vigilant about supervision and monitors children closely but gives them freedom to explore according to their age and ability. The childminder's good knowledge of safeguarding issues ensures that she is confidently able to implement relevant procedures, including liaising with key agencies in the event of a concern being raised about a child's welfare or safety.

The childminder actively promotes equality and diversity and ensures that all resources are available to children and stereotype views are challenged. Children have access to a meaningful range of resources and activities to begin to help them gain positive attitudes towards others and diversity, so that they make a positive contribution to the world they live in. The childminder is committed to helping children to recycle and have respect for environment. She has systems in place to establish children's starting points and regularly reviews their progress, using tracking documents. Children are encouraged not to waste food and any food dropped on floor is put out for birds or given to the pet rabbit. Children know that litter goes in the bin and yogurt pots are reused.

Children have good opportunities to be involved in making decisions and are asked to make choices about snacks and choose to have them outdoors 'because it is nice and sunny'. The childminder uses discussions with parents to seek their views. However, as yet she has not developed established systems of self-evaluation which identify her strengths and any priorities for future development in order to improve outcomes for children. In addition, these systems do not meaningfully involve parents. Records, policies and procedures required for safe and efficient management of the EYFS and to ensure that the needs of all children, are clear, organised well and linked to the welfare requirements. However, the childminder does not have a record of complaints in place.

The childminder has a highly positive relationship with parents who are provided with good quality information about the childminder's provision, including a wide range of policies and procedures. They are kept well-informed of their children's activities, general wellbeing and progress through daily verbal communication and written records. Parents are encouraged to contribute to these and information is exchanged about how parents can support their children's learning. Detailed records completed about children's individual needs ensure that the childminder is able to meet these needs and, as a result, children are happy and settle well.

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

The childminder has good understanding of the Early Years Foundation Stage and uses her knowledge to support children's learning and achievements. A systematic approach is used to carry out regular observations as children learn through play. These are used to inform the next steps in children's learning and ensure that children access experiences and activities across the six areas of learning. As a result, children make good progress in their learning and development given their starting points and capabilities. Older children can confidently count to 20 and young children randomly use numbers in their play, counting on their fingers to explain how old they are. They learn to care for animals and take care of and feed the childminder's pet rabbit.

Children have been involved in planting and growing and have planted 'flowers with petals' and watched them grow and watered them. They know that they need water and sun to grow. Each child is recognised as an individual and by their contributions. They are confident communicators because the childminder and other children value what they have to say. Younger children show confidence in linking up with older children but also play independently. Children are provided with good opportunities to make marks and write. The childminder follows children's interests and provides notebooks and pencils when one child wishes to make a shopping list. Children then proceed to give meaning to their marks as they write a shopping list. Older children can write their first and second name where all the letters are correctly formed and also recognise all the letters in their first and second name and letters of the alphabet.

Children are secure and confident enough to confide in the childminder and know that she would help them if they were worried about something. Children know what is expected of them and demonstrate a clear understanding of how to stay safe without the childminder reminding them, both indoors and outdoors. For example, they talk about not touching things that are dangerous such as knives because 'if you mess about with them they will cut your hand'. Young children explain that holding adults' hands is important and that they have to wait for the green man because 'red means stop'. Smoke alarms are checked regularly and fire safety is generally positive. However, the childminder has not practised evacuations with children and a log is not kept of these.

Effective steps are taken to promote children's good health and wellbeing. A clear sickness policy is understood and followed by parents to prevent the spread of infection. Children demonstrate a good knowledge and understanding of how to lead healthy lifestyles. They have a good understanding of personal hygiene and adopt healthy habits through established daily routines and confidently explain how hand-washing stops them from getting germs. Furthermore, they add that if they are not washed away 'you will get a stomach ache'. Colourful posters by the sink reinforce good hygiene practices and, as a result, children know that used tissues need to go in the bin and that they have to put their hands over their mouths when coughing so that 'you don't spread germs'.

Children benefit from a range of meals and snacks that are healthy, balanced and nutritious and promote healthy growth and development. Children make healthy choices about what they eat and drink. The childminder also promotes children's knowledge of healthy eating by creating a shop within role play to deliver the five-a-day message and what foods are healthy. Children engage in rigorous physical activity and understand the importance of exercise. Children have access to a wide range of toys and play equipment, which they thoroughly enjoy using and become very excited about, especially when using space hoppers. They recognise the changes that happen to their bodies when they are active and explain how their 'heart is pumping faster' and also say that after exercise they have to calm down and drink water.

Children have good relationships with the childminder and comment that she is 'fun'. They explain that they are good all of the time and look after younger children and involve them in their play. The childminder effectively manages a range of children's behaviour calmly and patiently. She gets down to children's levels and sensitively explains according to their age and understanding why certain behaviour is unacceptable so that children understand right from wrong and consequences of their actions such as how this can hurt other children. As a result, children are well behaved and have good manners as they remind each other not to talk with their mouths full and say thank you when given something.

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	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	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

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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	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