

Inspection report for early years provision

| | |
|--------------------------------|------------------|
| Unique reference number | 311099 |
| Inspection date | 06/05/2011 |
| Inspector | Hilary McKenning |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 three adult daughters in Golcar, Huddersfield. All of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. She is currently minding seven children. Of these, four children are in the early years age group. The provision includes before and after school care. The childminder walks to local schools to take and collect children, and attends the local parent and toddler group and playgroup. Transport can also be arranged.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children freely choose activities within a safe environment as comprehensive risks assessments are completed. The childminder has a very effective partnership with parents and links with other providers are established. The childminder takes time to develop a good understanding of children's individual needs to promote inclusive practice successfully. Children develop a high degree of self-confidence and access a wide range of activities and experiences. Learning opportunities help children make good progress and observations are carried out in order to monitor their progress. The childminder uses a self-evaluation process to monitor her service and identify areas for development.

What steps need to be taken to improve provision further?

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

- develop further records of evacuation drills carried out and details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a very good knowledge and understanding of safeguarding children. There are clear and comprehensive procedures in place for identifying any child at risk of harm and the childminder has good, clear knowledge of the possible signs of abuse and neglect. Children are cared for in a secure, clean, well-maintained and well-supervised environment. Safe and suitable toys and resources that stimulate and challenge children are easily accessible. Rigorous risk assessments are completed for both the premises and any outings children are involved in to monitor and ensure their safety.

Parents are kept fully informed about their child's day and the activities they have been involved with as they receive verbal and written information. For example, a detailed daily diary is routinely shared with parents of very young children. Parents comment about the confidence their children are now showing and how they eagerly recall the day's activities. Parents are very happy and reassured that children are cared for in a supportive environment. They comment on how the childminder is always good humoured and appreciate her flexibility. The childminder keeps a good standard of records on children in her care. This includes very detailed information about children's individual needs. A comprehensive range of policies and procedures is shared with parents to support the care of the children and to comply with regulations. Records are very clear and up-to-date and ensure the safe management of the provision to promote children's welfare, learning and development. The childminder has a system in place to evaluate her service that identifies her strengths and the impact on children's learning and development. She clearly recognises areas for improvement, successfully addressing issues raised at the last inspection. She also takes advantage of a variety of training opportunities to ensure she has current information.

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

Children are cared for in clean and well-maintained premises. They are introduced to safety and how to keep safe as the childminder involves them in regular safety discussions, particularly about road safety when walking to and from school. Although children take part in fire evacuation drills, there is limited evidence to support this.

High priority is given to ensuring children understand about good personal hygiene and they readily follow hygiene procedures. They are introduced to healthy eating and are involved in making choices about their menu. For example, they select their favourite fillings for their sandwiches and enjoy a variety of fruit. Children are encouraged to be active and understand the benefits of physical activity. They access outdoor play daily and have fun visiting local play areas and groups.

Children make their own choices about their play from a wide range of resources that cover all areas of learning, developing their independence and self-confidence. Children proudly demonstrate how they can complete the train track and ask for water to wash the engines. They are very familiar with their surroundings and confidently access a wide variety of resources, asking for items they cannot see or easily reach. Children confidently move between the indoor and outdoor play area as they decide they are going to make sandcastles. Children are confident in their play and have developed a strong relationship with the childminder, seeking her out and inviting her and other adults to join in their play.

Children are encouraged to share, be kind and have mutual respect for others, and excitedly talk about the children coming to play after school. Children access a wide variety of resources and experiences where they can learn about themselves and explore differences. Interest in the local community is promoted well through regular outings and visits to local shops and parks. The childminder promotes

equality and diversity effectively by helping children to understand about the community they live in and the wider world. Children access a wide range of resources that reflect positive images of diversity.

The childminder has a thorough knowledge of the Early Years Foundation Stage framework. She effectively uses the framework to ensure each child receives a suitably challenging range of learning experiences. As a result, children are making good progress in their learning in relation to their starting points. There is an effective system in place to monitor and evaluate children's progress which is shared regularly with parents, and their contributions are encouraged and welcomed. The childminder has positive relationships with the children's parents and other providers.

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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

| | |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

| | |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|