

Inspection report for early years provision

Unique reference number	EY346547
Inspection date	16/05/2011
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and three children, aged 16 and three years and 17 months in Batley. The ground floor of the property is used for childminding purposes and consists of a lounge, dining kitchen and toilet facilities. There is access to an enclosed garden available for outdoor play. The family has two cats.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children at any one time. There are currently three children on roll, of whom two are in the early years age range. All children are cared for on a part-time basis. The childminder takes and collects children from school and she accesses local community groups. The childminder holds a National Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly valued as individuals and provided with a good range of activities which support 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. All required documentation is in place and used well to support practice. Partnerships with parents are a strength of the setting and contribute significantly to the childminder's sound knowledge of the individual needs of the children in her care. The childminder is effectively evaluating her own practice and demonstrates a strong 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:

- provide parents with regular opportunities and encourage them to contribute to their children's records of achievements.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities with regards to safeguarding children. Robust systems are in place along with detailed written policies and procedures and contact details for the relevant agencies. The childminder has completed online child protection training in order to fully understand the signs and symptoms of abuse. Any existing injuries and accidents are fully discussed with parents and clearly recorded. The childminder is very safety conscious and all areas of the home are safe and suitable for children. Safety equipment is used effectively throughout the setting. For example, safety gates, a fireguard and

cupboard locks ensure children play safely and freely throughout the ground floor area. The written risk assessments include all areas of the home and garden as well as the journeys to school and the various outings undertaken. In addition, a daily check sheet is completed to make sure all areas are clean, safe and suitable in readiness for the children's arrival.

Since her last inspection the childminder has made good progress and is clearly committed to the continual improvement of her setting. She fully embraces the inspection and is very receptive to feedback, acknowledging that any recommendations will assist in her future development. The childminder is proactive in gaining new skills and has attended some relevant courses provided by her local authority. In addition, she seeks support from other childminders and the local authority development worker. The childminder has completed the Ofsted online self-evaluation and reports that she found this effective in identifying her strengths and areas to develop further. Parents have also been involved in her reflective practice by completing her recent questionnaires, which are all very positive. The childminder plans and provides a wide variety of activities which contribute effectively to the good progress children are making towards the early learning goals. She carries out regular observations and assessments and uses this information to identify and promote their next steps in learning. Children's individual records of achievement give examples of their progress through photographs, text and artwork; although the childminder is not currently encouraging the parents to regularly contribute to them.

The childminder works closely in partnership with parents to ensure the care given to the children is consistent and appropriate. Parents receive detailed information about her provision including her policies and procedures. This enables them to be fully aware of the service she provides for parents and the children. In addition the childminder gathers a good range of information about each child before they start, to ensure she is aware of their individual needs. Verbal feedback is given to parents to keep them well informed about how their child has spent their day. The childminder also provides parents with a written daily diary to further support the information shared. The childminder liaises with other settings providing for children in the Early Years Foundation Stage when required, which promotes inclusion and continuity of care for all children.

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

The childminder organises her home well to enable children to freely move around the ground floor rooms independently accessing age-appropriate, stimulating and fun toys and equipment. Resources are stored on low-level shelving and are picture labelled to enhance children's ability to make choices. The childminder has a very good understanding of how children learn, therefore offering the support and interaction the children need to ensure they make good progress in their learning and development. The children are settled in the childminder's care and they separate from their parents happily, confidently engaging with the good range of activity centres, shape sorters and musical toys which are available at floor level for them. Children are learning to share from a very young age as they are

encouraged to take turns to post the large coins into the piggy bank and they smile and laugh with the childminder as the music plays. She gives children lots of praise for their efforts and achievements through verbal interaction, smiling, clapping and cuddling. The childminder recognises children's uniqueness and follows their interests as they play. She actively promotes equality and diversity with children by providing resources which broaden their knowledge and promote positive images, and she also introduces new experiences to them such as celebrating festivals and tasting cultural foods. Children's engagement in community groups, visiting the library, looking at and listening to books, and meeting with other childminders develops their social skills and raises their awareness of the local area and the wider world.

All areas of play are routinely provided for by this experienced childminder. Photographic evidence shows children playing musical instruments, painting and using play dough, enjoying role play and dressing up and developing their knowledge and understanding of the world through the use of information technology, resources which introduce cause and effect and experimenting with design. The childminder promotes a healthy lifestyle with children. They go on outings and walk to school and nursery each day. In the park children develop their large motor skills as they climb, swing and slide. Resources available for use in the garden include bats and balls, hula hoops and sand play. The childminder works with the younger children to promote their early crawling and walking skills by providing space and resources both in the home and at the local play gym. Children learn the importance of practising good personal hygiene and are provided with liquid soap and paper towels to prevent cross-infection. The childminder works closely with the parents to ensure children receive a healthy balance of nutritious meals and snacks, ensuring fresh fruit and drinks are available throughout the day. Children's safety is given a high priority by the childminder. She has employed effective strategies to enable the children to support their own understanding of safe practice, for example, learning about road safety when away from the home. Regularly practising the fire evacuation drill from the home ensures children will remain safe in an emergency situation. The childminder provides very well for each child in her care and their skills for the future are fostered in a stimulating, happy 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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