

Inspection report for early years provision

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| Unique reference number | 311022 |
| Inspection date | 18/05/2011 |
| Inspector | Abigail Cunningham |
| 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 1997. She lives with her partner and one adult child in the Mirfield area of Huddersfield, West Yorkshire. The whole of the ground floor of the 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 pre-schools. The family has a pet rabbit and three tortoises.

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 four 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 is a member of the National Childminding Association and holds a Level 3 childminding qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has created a very inclusive environment in which to care for children. Overall the children are making good progress in their learning and enjoy finding out about the local community, the natural world and different cultures. The childminder has an accurate understanding of the strengths and weaknesses of her provision and she takes effective steps to improve it. She has developed positive links with the children, parents and other childcare providers.

What steps need to be taken to improve provision further?

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

- encourage parents to add their comments and observations to their child's development record
- further develop the children's assessment records, so that they clearly identify the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all the required checks have been carried out on the childminder, her partner and her daughter. Detailed written policies, procedures and documentation are in place, to ensure children's welfare is safeguarded and promoted. For instance, the child protection procedure is shared with parents. The childminder has recently completed safeguarding children training and knows to record concerns and seek advice where necessary.

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 the children, as they are stored in a high cupboard. Appropriate fire detection and control equipment is in place, such as a fire blanket. The children are beginning to learn to keep themselves safe because the childminder has devised and practised the fire evacuation procedure with them. While on outings the childminder helps to keep them safe, for instance, they wear high visibility vests and the childminder shows them how to cross roads safely.

Parents and children are involved in the self-evaluation process, as their views and ideas are sought. Plans are well thought out to deliver positive outcomes for children, such as putting a resources wish list together and applying for funding.

The childminder knows the children and their families very well. She has initial meetings with parents and gives them a parent information pack, which contains copies of her, policies and procedures. Walls around the childminder's home display relevant information, such as the childminder's registration certificate, public liability insurance certificate and fire evacuation plan. Therefore, the children's parents are fully informed about the service provided. They receive clear and detailed information about the children's care through the completion of individual development records, e-mail and discussions with the childminder. However, parents are not currently adding their comments or observations to the children's development records.

Well-established channels of communications between all partners involved with individual children are fully in place. This successfully promotes the children's learning, development and welfare. For example, where children attend other settings, the childminder has permission from parents to share information with the other childcare providers. She has introduced herself to the teaching staff, shared the children's development records, reads the notice board and attends special events, such as the Christmas Nativity.

The children develop a very positive attitude to others and an excellent understanding about the wider world and community. This is because the children take part in interesting events, such as an Iranian themed evening. For example, the children listened and danced to Iranian music, looked at the Iranian flag, found Iran on a map of the world and enjoyed eating mild curry, rice, naan and pita breads.

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

The children are active and understand the benefits of physical activity; they play in the childminder's garden, visit different parks, have picnics and enjoy playing out in the snow. Young children also enjoy pushing toys around the childminder's home, such as the cars and the dolls pram. The childminder leads by example; she wears gloves while changing nappies and washes her hands afterwards. Young

children are keen to participate in toilet training and hand washing routines. Also, some more-able children choose to brush their teeth after meals.

The children have good appetites and are successfully developing their self-help skills. They independently feed themselves, access their own drinks and are enthusiastic about baking. Young children confidently assert their own needs and preferences, for instance, at lunch time one child asked for a cheese and mayonnaise sandwich. The childminder is skilled at listening to children and they are encouraged to make decisions regarding which meals to include in the menus.

The childminder has a thorough understanding of how children develop and learn, which is clearly reflected in the planning and assessment records. Planning responds directly to the children's individual needs and interests. As a result, the children are interested in the activities which are on offer and take responsibility for choosing what they do.

Children's 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. Monitoring systems relating to children's progress are fully in place, as individual assessments are regularly updated for each child and shared with parents.

Children make good progress towards the early learning goals in most areas of learning. Young children can count from one to six, and use size and number language in play. For example, while playing with the dolls, one child explained, 'yours is four and mine is two'. There are regular opportunities for children to make connections. For example, while looking at a picture book with the childminder; one young child enjoyed recognising and correctly naming various objects, such as tights, socks and hat.

The children are also developing an excellent knowledge and understanding of the natural and wider world. Children help care for the childminder's pets; have visited museums, the seaside and farms. The parents and children are also looking forward to watching the childminder work as a zoo keeper for the day. Children have many opportunities to socialise with other children. This is because the childminder meets up with other adults and children at the local toddler group and soft play centre.

The childminder is an excellent role model. She enjoys interacting with the children and having fun. As a result, the children play well on their own and in harmony with children from different backgrounds and cultures. Young children use good manners without being prompted, such as please and thank you. They also happily share the toys and the childminder's attention.

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

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| 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

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| 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 | 1 |
| 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

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| 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

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| 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 | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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