

## Inspection report for early years provision

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<b>Unique reference number</b>	303607
<b>Inspection date</b>	24/05/2011
<b>Inspector</b>	Mr Rasmik Parmar
<b>Type of setting</b>	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 1997 and she lives with her husband, adult child and one child in a house in Halifax, West Yorkshire. The whole of the ground floor and the bathroom on the first floor are available to children. There is an enclosed garden for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age group, and of these, no more than one may be under one year. She is currently caring for six children in the early years age group, four children over five years and two children over eight years. The childminder is registered by Ofsted on the Early Years Register and the voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is Quality Assured with the childminding network from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is conscientious, highly committed and recognises the uniqueness of each child. She has a secure understanding of the components of the Early Years Foundation Stage. Children make very good progress in their learning and development and all their welfare needs are successfully met. The childminder effectively evaluates her practice to identify strengths and priorities for development in order to promote better 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 children's assessment records to more consistently show the next steps in children's learning and development and inform future planning of activities.

## **The effectiveness of leadership and management of the early years provision**

The childminder makes children's safety and welfare her highest priority. She has clear policies and procedures relating to safeguarding, a sound knowledge of the symptoms of abuse and neglect and a good knowledge of the local procedures for safeguarding children. She maintains her knowledge of changes in this field by attending training courses. Robust risk assessments covering all areas of the home and outings ensure risks to children are successfully identified and minimised. She ensures that the suitability of all adults having unsupervised contact is maintained

and that anyone who has not been vetted or is not known is never left alone with children. Extensive, well-written policies and procedures are shared with parents and underpin the good service provided for children and their families.

The childminder's home provides children with a stimulating, welcoming, child-orientated environment where they quickly feel comfortable and settled. A comprehensive range of good quality toys and resources are provided at child height. This enables children to become confident and begin to develop their independence as they select toys, resources and activities for themselves.

The highly effective partnership with parents significantly contributes to the high quality service offered to children. The childminder spends time getting to know children and discusses their needs, interests and abilities with parents to promote children's welfare, learning and development. Through discussion with parents, the childminder gains informal starting points of children's development on entry to her setting. This enables her to plan and provide age-appropriate activities for individual children. Parents receive good information about their children's progress through verbal discussions and sharing children's assessment records. Children also attend other settings, such as schools, and the childminder liaises effectively with them to ensure continuity and coherence in children's learning and development.

The childminder has very effective systems in place for self-evaluation and constantly strives to provide the best possible service. She makes good use of reflective practice on a day-to-day basis and prepares the learning environment to benefit children. She routinely accesses training to ensure that she is aware of current good practice. She obtains views from parents through regular questionnaires to help improve her service. She meets regularly with local childminders and they share good practice. The childminder is visited by early years development workers from the local authority, who monitor her provision and help to raise standards. All this contributes to a continuously improving environment for the benefit of all children.

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

Children are making very good progress towards the early learning goals. The childminder plans the educational programme to meet the needs of all children. Their interests and abilities are taken into consideration when planning the stimulating range of experiences for children. She uses her expert knowledge of early years to make links between the activities and the learning outcomes for children. She maintains assessment records which contain observations of children's activities, together with photographic evidence. She identifies the next steps to enable children to move on in their learning and development. However, these are not always taken into consideration when planning future activities. The childminder carries out regular assessments of children's progress so that she is aware of their abilities in relation the early learning goals.

Children enjoy their time at the childminder's home. They enthusiastically take part

in the comprehensive range of activities and outings planned by the childminder. They confidently move around her home, select resources and settle to purposeful play. Children learn about and use numbers in their play. They count objects and are beginning to identify quantities and the concept of more or less than. A good range of resources are provided which support children's understanding of numerical concepts. The childminder supports children's developing communication, language and literacy skills. Children are developing a love of books and they select favourites for the childminder to read as they cuddle up with her on the sofa or on the floor. The childminder skilfully engages children in the stories, asking questions and encouraging children to predict what might happen next.

Children enjoy a wealth of art and craft activities, both at the childminder's and when visiting local groups, and many examples of their work are displayed for all to admire. This helps to boost their confidence and promotes their self-esteem. The childminder teaches children to be polite and well mannered and all children are friendly, sociable and kind to each other. When children behave inappropriately the childminder asks them to think about what they have done and what they might do to make things better. This helps children to think about the impact their actions have and helps them to become self-disciplined. Children are actively encouraged to develop an understanding of how to stay safe as the childminder constantly teaches them road safety and about safety in the home. During outings children are always in very close proximity of the childminder and younger children wear wrist straps for added safety.

Play in the childminder's well-equipped back garden encourages children's physical development and gives opportunities for them to learn about the natural world. Children participate in the growing of tomatoes, cucumbers and strawberries and take delight watching them blossom, ready for eating. They learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet. They enjoy a good range of home-cooked, healthy meals and snacks and the childminder talks to them about the importance of a healthy diet. Children taste different types of fruit and vegetables, including a good range of foods from different cultures as part of broadening their awareness of the wider world. They also learn about other cultures and traditions as they celebrate community festivals.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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