

## Inspection report for early years provision

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**Unique reference number** 303508  
**Inspection date** 23/05/2011  
**Inspector** Mrs Kaldip Chaggar-Brown

**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 1997 and lives with her husband in the Greetland area of Halifax. The childminder works alongside her daughters who are also registered childminders. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. There is a designated ground floor playroom with its own facilities which is used for childminding. There is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder or an assistant in the event of an emergency or sickness. The home is accessible. The setting is open for 51 weeks a year from 7.30am to 5pm, Monday to Friday.

The childminder is registered to care for a maximum of six children under eight years. There are currently 18 children attending, of whom 15 are within the Early Years Foundation Stage. The childminder also offers care to children over five years. The childminder supports children who speak English as an additional language. Children are taken to and collected from schools and preschools. The childminder has achieved a National Vocational Qualification level 3 in Childcare and Education. She is supported by the local authority and is also a member of the National Childminding Association and Greetland Childminder's group. The childminder is also an approved member of the Calderdale Childminding Network, Children Come First, which means she is accredited to offer funded places for early education for three and four-year-olds.

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

Overall the quality of the provision is outstanding.

Children's learning and welfare is promoted exceptionally well by the childminder. As a result, children are achieving their full potential with regard to their social, personal and emotional development. Partnerships with parents and other providers of the Early Years Foundation Stage are excellent. The childminder has clear ideas for future improvements to her setting as she has undertaken thorough self-evaluations. Outcomes for children are outstanding as a result.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop different ways to involve parents in the self-evaluation of the setting.

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

Strong leadership and management skills are deployed by the childminder. She has high aspirations to provide a high quality setting. The childminder works extremely closely with her co-childminders and assistants. As a result, everyone is very aware of the setting's strengths and weaknesses and how to maintain a safe and stimulating environment for children. Children are safeguarded as policies and procedures, which are shared with parents, are very well thought out, reviewed and changes implemented consistently. Records, such as risk assessments, are reviewed when changes occur, such as when children of different ages are to attend. This means that the safety of children is always held at the forefront by the childminder.

Systems used to evaluate the setting involve all who have contact with it. For example, the local schools, preschool, parents and children are all involved in identifying the setting's strengths and weaknesses. Parents have previously completed questionnaires about the setting. The childminder has clear plans in place to build on her successful setting, including continuing to attend Early Years Foundation Stage training. Since her last inspection, the childminder identified that the outdoor provision required improvement to ensure that children had access to an inclusive environment. The childminder successfully obtained a grant which allowed her to totally reinvent the area. All children now have use of a safe and stimulating environment all year round.

The childminder has attended a number of training courses alongside her co-childminders to enhance their knowledge and understanding of how to meet children's individual needs. For example, they attended Schema training, which has resulted in an evaluation of how individual children learn. As a result, children have more time to reflect and reinforce their learning. The childminder has developed very good relationships with the local schools. This successfully aids children's transition from her setting to the school.

Relationships with parents are clearly important to the childminder. She recognises the importance of the positive impact this has on children. Detailed information is gathered by the childminder and ongoing discussions allow for parents to be fully involved in the care of their child. Parents add their own comments to children's profile records as well as support the settings with ideas for activities. Parents bring in items which trigger off successful learning. For example, dental items brought in by one parent, followed on with the childminder borrowing other items from the local toy library, all resulted in children learning about the importance of good dental hygiene. This is reinforced in the everyday practice as children brush their teeth after meals everyday.

Excellent use is made of resources within the setting and outside which is well organised. The childminder has made very good decisions about play equipment she has purchased. It is robust and ensures that children can be fully involved in their play. For example they can sit in the sand tray, feeling the sand between their toes. The childminder is mindful of using materials that are natural as well as

man made, so that children can fully develop their sensory skills. The childminder is skilled at improvising with resources, children learn that each object may have a number of different uses. For example, jam jar lids are used by young children to bang together as well as to look at, as their pictures are placed inside them.

The setting welcomes children and celebrates them as individuals. Children's artwork and photographs show the many activities and experiences children take part in. Welcome signs and positive images of children and adults from around the world are very evident. The childminder has a strong commitment to promoting equality and diversity.

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

The childminder is very committed to successfully implementing the Early Years Foundation Stage. The learning environment is extremely stimulating, with children encouraged to look at and take part in a variety of activities. They freely access toys and resources which are kept at their height. As a result, all children are growing in independence and freely make good choices about their play. They are able to follow their own thought processes and learn at their own pace. Resources are supportive of current themes and weather variations and children make very good use of them. For example, children enjoy playing and running around the garden with streamers. They feel the wind in their faces and show great excitement at this.

A feely board display, containing different textures, including sandpaper, fur material and bumpy paper, is a very tactile experience for children. The childminder links in words to describe what children can feel when talking about other items, such as pebbles outside. Very good use is made of the premises as children play outdoors when the weather is inclement, as there is a summer house in which children can sit and draw. The childminder expressed that children really enjoy being in the summer house.

The childminder knows parents and their children very well. She gathers information about children's needs, how they learn and their interests, which she very successfully uses to plan for individual children's learning. The childminder, along with her co-childminder, review which activities went well and which did not. As they work closely together they are able to ensure that children have a variety of activities to choose from and that they do not have to leave their building project if others want to go outside. Children show great concentration when colouring in pictures, showing that they can sustain their interest in the activity.

Records related to individual children are very well documented and give parents a clear picture of where their child is at and which are their next steps in learning. The childminder uses her knowledge and experience as well as a number of different documents, to fully support her observations, assessments and future planning. For example, children confidently use chopsticks to pick up noodles and the childminder plans to give them other things to pick up to develop their manipulation of objects.

Children learn to actively communicate in a number of different ways, including using simple sign language. The use of displayed words, reading and listening to stories, as well as general discussion and questions, ensures that children begin to understand the importance of the written and spoken word. Opportunities for children to take part in exploring and investigating activities are part of everyday routines. Children learn about planting seeds, watering them, watching them grow and, in some cases, eating the end produce. Children show great pleasure and pride in photographs of sunflowers they have grown and taken home. Children share their holiday memories with the childminder as they take a 'holiday bear' with them and take photographs of themselves and the bear whilst on holiday. This also leads to understanding where in the world they are going and what they might see. Local visits are well planned and children regularly visit the local school to see special assemblies. As a result, they are becoming familiar with the school surroundings.

Children feel a good sense of belonging. They have places for their personal belongings and understand the routines of the setting. Children are happy and settled with the adults involved in their care as there is limited movement of new adults. Children know where equipment belongs and will put it away unprompted. Relationships with other children being cared for are very good, with children asking if others want to sit next to them. They share out snacks and know how to take turns. All children are involved in discussions at news time.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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