

Inspection report for early years provision

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Inspection date	29/06/2011
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.

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 2010. She lives in a detached house in Batteyeford in Mirfield, West Yorkshire. Local amenities include parks, shops, schools, nurseries and a library and the home is situated close to transport links. The ground floor of the home is used for childminding purposes with the exception of the ground floor bedroom and utility room. The bathroom on the first floor is also available and there is a secure rear garden available for outdoor play. The childminder is registered to work with her husband and their daughter who is a registered assistant. They also employ another registered assistant. Also on the premises are two other adults aged 18 and 22 years. The family have a pet dog and three chickens.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of these, three may be in the early years age group with one child under one year. When minding with the co-childminder and assistant from the premises, the registration is for a maximum of 15 children under eight years, of these, nine may be in the early years age group with three children under one year. There are currently 18 children on roll of whom 16 are in the early years age range. Children attend on a full and part-time basis. The childminder supports children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the children in her care and responds to them in a warm and genuine manner so that they feel secure and valued. Planning and observation processes are developing well and children make good progress in relation to their starting points and capabilities. The childminder actively works in partnership with parents and shares detailed information in order to meet children's individual care, learning and development needs. Policies and procedures are effectively implemented, maintained and organised and risk assessments show required detail and ensure a safe environment for the children. The childminder is aware of her strengths and priorities for improvement and has started to reflect and evaluate her practice with her co-childminder.

What steps need to be taken to improve provision further?

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

- develop further the system to monitor and evaluate the quality of the provision to include the views of parents, carers and children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of safeguarding issues and procedures and has detailed safeguarding policies in place which are shared with the parents. She has completed a child abuse awareness training course which supports her knowledge of how to protect children and enables her to recognise the signs of possible abuse. Children are kept safe on the premises as the childminder has installed a range of features, such as safety gates and socket covers. All adults in the home are checked by the Criminal Records Bureau and only adults known to the children and the childminder are authorised to collect them from her care. The childminder conducts detailed risk assessments and daily checks of all areas of her home and the outings she undertakes to ensure the children are kept safe at all times. Children are closely supervised by the childminder and all visitors to the setting are required to sign the visitors book.

The childminder is motivated and committed to providing a warm and welcoming environment for all children. She is pro-active in keeping her skills and knowledge up-to-date through regularly attending training courses in a variety of childcare subjects. The childminder is in the early stages of her self-evaluation process and works closely with her co-minder and assistant to identify the strengths of the setting and areas for further improvement. However, the childminder is not seeking the views of parents, carers and children to include their thoughts into the self-evaluation process.

The childminder provides a service which is inclusive for all children and their families. She works with parents to ensure that she understands each child's background and care needs. Children's self-esteem and sense of belonging are promoted as they are encouraged to choose what toys they would like to play with. Children have good opportunities to recognise and respect differences as they play with a range of toys that positively promote diversity, celebrate a range of cultural festivals and learn from the positive attitude of the childminder. The childminder maintains good relationships with parents, enabling them to exchange information about the children and, thereby, ensure that she can offer them effective support. The childminder shares information with parents about their children's activities and progress, both verbally and through written documentation. She maintains close links where required with other professionals involved with the children and liaises with other providers of the Early Years Foundation Stage to enable her to offer continuity in learning.

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

Children are content and enjoy their time in the childminder's care. Together with her co-childminder, she has created a stimulating, welcoming designated playroom and provides children with sensitive and age-appropriate support. The close relationship between the childminder and the children is a strength of the setting.

The childminder offers the children comfort, cuddles and positive praise consistently throughout the day and children's individual needs are well met, with regard to their personal routines for sleep and meals. The childminder has a good understanding of how children learn and provides resources that encourage an enthusiasm and motivation for learning. The childminder records her observations and assessments of children's progress and development in individual files. She clearly links the observations to the areas of learning and identifies ways of extending children's development which she links into her planning. Observations are supported by photographic evidence and parents have regular access to their children's files.

A good range of self-selection opportunities are available for children, including construction bricks, books, musical instruments, role play and small world resources. The childminder provides many exploratory play opportunities using paint and mark making resources, including shaving foam. Children's artwork is displayed on the playroom walls, for example, cotton wool sheep. The childminder promotes children's communication, language and literacy well from a very early age. She introduces new vocabulary to them in spontaneous activities, for example, when peeling the carrots for their lunch, the very young children touch and explore the texture of the peelings, as the childminder explains that they are cold and slimy. Engaging the children in conversations and listening to them with interest is a strength of the childminder. For example, she talks to the more able children about their holidays, enjoying the stories they tell of the sunshine and the aeroplane journey. Children's physical development is given a high priority by the childminder. They have free access to the well resourced garden where they climb on the tractor tyres and whizz down the slide. In the playroom, younger children have good space to practise their crawling and early walking skills as they pull themselves up to stand and move along the large sofa and low level tables.

The childminder links children's physical development into their understanding of a healthy lifestyle. They are involved in growing their own vegetables, such as carrots and peas and collect fresh eggs from the chickens in the garden. The childminder has implemented clear routines of personal hygiene which the children understand and they are supported and reminded by the posters displayed around the handwashing area. Healthy and nutritious meals and snacks are provided by the childminder with children's individual dietary needs taken in account and provided for. Children develop their understanding of safety through the gentle reminders of the childminder to use the furniture and equipment appropriately and the regular practising of the emergency evacuation drill which she records in her daily diary. Children's behaviour is well managed by this positive, calm and friendly childminder. She praises the children for the efforts and achievements and ensures any strategies for managing unwanted behaviour are age and stage appropriate. Children learn to respect each other and show care and concern for their peers and friends in this happy, stimulating and fun childcare 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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