

Inspection report for early years provision

Unique reference number	EY422942
Inspection date	12/09/2011
Inspector	Angela Howard
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 2011. She lives with her partner and two children aged nine and 12 years old. They live in Kirkheaton, on the outskirts of Huddersfield, close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities on the first floor of the childminder's home is used for childminding. Care is offered Monday to Friday all year round, excluding bank holidays. The family have a cat and a dog.

The childminder is registered to care for a maximum of 12 children at any one time when working with an assistant and six children when working alone. She is currently minding five children in the early years age range. She also offers care to seven children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has achieved a National Vocational Qualification Level 3 in Helping in schools. She is supported by the local authority and is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very warm, caring and supportive environment. They experience a wide range of stimulating activities and experiences, which ensures their learning is promoted in fun and interesting ways. Their individual needs are rigorously and continually met through regular assessment and observation and discussions with parents and children. The childminder has a firm commitment to continuous improvement and to the promotion of good quality care and education within the setting. However, she has yet to develop a robust recording system of how the proposed changes or what the setting does well, impact on 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 the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder has a good understanding of her responsibilities with regard to child protection. She has a good knowledge of the signs of potential abuse and the procedures to be followed to ensure children are appropriately safeguarded. Her rigorous but sensitive approach to keeping detailed records of children's injuries ensure that safety of children is always a high priority. Children are safe and secure at all times as the childminder implements her robust risk assessments indoors and on all outings. She is vigilant to check the identification of visitors and to keep exits secure. All adults in her home are suitably vetted and children are not left unsupervised in the care of adults who have not been suitably checked. Documentation is exceptionally well written, well organised and presented in a very professional manner. The wide range of good quality resources are effectively used, stimulating, rotated regularly and are well presented to the children. The childminder is highly committed to meeting all children's needs and is very proactive in promoting equality and diversity. This is reflected in the way the childminder helps children to feel they belong. She welcomes them warmly, is interested in what they have to say and listens attentively to them. For children who have special educational needs good support systems are in place, which ensures their inclusion and full participation. Sign language is used consistently and confidently by the childminder and children, helping them build strong bonds, which helps them to feel settled and secure. A strong understanding of children's particular needs are gained through discussions with parents and the children, observing what children do and establishing their interests, likes and dislikes.

Engagement with parents is very effective as the childminder makes parents welcome and information is exchanged daily for the benefit of the children. She works hard to promote good relationships with all parents, enabling them to feel able to approach her if they should have a concern. An abundance of information about the provision is routinely shared with parents, including the policies and procedures which underpin her day to day management. Children's learning journeys, photographs and daily discussions ensure parents are continually involved in their child's care and education. The childminder is proactive in establishing links with other providers. However, the system in place to ensure a two-way flow of information for children in shared care is not yet sufficiently well developed to show a clear and positive impact on children's progress and continuity of care and education. The childminder is passionate about driving forward and continually developing her practice. She fully recognises the importance of self-evaluation in driving continuous improvement. However, although, she has taken positive steps to monitor her practice, such as identifying some accurate improvements for the future, she has not yet fully begun to analyse and evaluate the impact of their practice.

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

Children are very confident in the setting. Their achievements are warmly acknowledged, which helps to build their confidence and self-esteem. For example, the childminder praises children for their 'good sitting and listening' and thanks them when they help to tidy away. The youngest children are developing their confidence as they start to take their first steps, moving from crawling to walking under the childminder's sensitive guidance. She is very skilful in supporting each child's personal development and progress as she sits at their level, playing and encouraging children's language development. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning. Therefore, children are making good progress in their learning. The children are developing strong personal and social skills in relation to sharing and playing cooperatively. The ongoing positive praise and encouragement enables the children to take responsibility for how they behave. A young child giggles with delight as she is scooped into the childminder's arms and she cuddles her. Children are offered a rich and stimulating environment where their individual interests are valued and nurtured well. Children love to bake and the childminder uses this activity to introduce number to the youngest children and extend older children's knowledge about number, size, shape and measure. The children's problem solving skills are further developed through building and construction and working out how things fit together. Good quality creative play is offered daily through music and dance, role play, mark making and small world activities. The children enjoy to creating dens by using household items, such as blankets and the dining table and chairs. Babies benefit greatly from heuristic play. They regularly handle natural materials and love the toys that require them to press buttons to make flaps and doors open and close. This results in children being engaged in purposeful play which helps to develop strong skills for future learning. Children enjoy many opportunities to develop their physical skills, as they run, climb and jump outdoors. They enthusiastically dance to music, play bowling or hopscotch indoors. Children's fine motor skills develop well as they skilfully post shapes into sorters and babies' push buttons on programmable toys to see the effect.

Children adopt healthy lifestyles from an early age due to consistent routines and practices. They are very well nourished. The childminder plans a menu based on using fresh ingredients and promoting at least five fruit and vegetables everyday. Healthy eating is further promoted at meal and snack times, as the childminder and children talk about what foods are good for us. She encourages them to try new tastes and to have plenty to drink. Menus are on display for parents and children's individual dietary needs are adhered to at all times. Children have daily access to some form of physical activity and routinely visit the park, to practise their skills in movement, balance and coordination. This promotes a healthy lifestyle. The children are beginning to make a positive contribution as they learn how to behave well, respect each other and the adults who care for them. They show they understand right from wrong from an early age and they are taught good manners. The childminder adopts a good range of strategies to raise children's awareness of their own safety and potential risks. For example, she teaches them about road safety and what to do in the event of a fire. This ensures

children learn some sense of danger in a secure and safe environment where they can explore and take risks safely.

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	3
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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