

Inspection report for early years provision

Unique reference number	311094
Inspection date	02/02/2012
Inspector	Cathleen Howarth
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 registered in 1999. She lives with her husband and child aged 12 years in Dalton, Huddersfield. The childminder's adult daughter is registered to assist. The dining kitchen, conservatory and toilet on the ground floor are used for childminding. There is a fully enclosed back garden for outside play. The childminder takes and collects children from local schools and pre-schools and transport can be arranged. The family has a dog, which lives in the house.

The childminder is registered on the Early Years Register in addition to the voluntary and compulsory parts of the Childcare Register. She 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 five children attending who are within the early years age range and most attend on a part-time basis.

The childminder is a member of the National Childminding Association and she is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A significantly strong feature of the childminder's practice is her well-considered approach to keeping up-to-date with childcare practice. Since the last inspection she has attained a relevant level 3 qualification and obtained a grant from the local authority and purchased quality resources for children to use. Overall, children make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and most of the children's individual needs are well met. There are effective self-evaluation systems in place and the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure the existing assessment arrangements include new starters, to clearly ascertain their starting points and to better inform activity plans.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role in child protection, including the procedures to follow should a concern arise. Detailed risk assessments are well

maintained in order to minimise potential hazards to children. The childminder has been registered for 13 years and she is well established in the local community, reflecting in the number of children on roll. There are effective self-evaluation systems in place and this includes working closely with the childcare coordinator from the local authority. The childminder is highly committed and her training portfolio is exemplary. She has attained a level 3 childcare qualification since the last inspection and further in-service training is scheduled. The childminder qualified for a grant from the local authority to obtain additional resources, which has been utilised highly effectively. For example, bespoke storage units have been fitted and children now have easy access to an extensive range of top quality multicultural books and resources, including musical instruments, treasure baskets, wooden transport sets, a wooden book box, digital camera and a giant ladybird scatter cushions. The childminder impressively supports children to use these resources and as a result, outcomes for children with regard to their welfare and achievement are good. The highly effective deployment of resources, in addition to the physical layout of the open plan setting enhances children's experience at the setting. For example, the continuous provision promotes children's learning and development extremely well.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision-making on key matters affecting their children through well-established procedures. The childminder demonstrates a high level of awareness to provide for children with special educational needs and/or disabilities and this includes work with other professionals and support agencies including the local authority inclusion officer. She has good links with other Early Years Foundation Stage providers, such as the children's key person at nursery, which effectively promotes a cohesive approach to delivering the framework.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. Overall, she promotes children's learning and development well through systems that show most children's individual progress is good in relation to their starting points and capabilities. However, in relation to learning and development the childminder has obtained limited information for a new starter, which hinders her ability to plan next steps in a cohesive way.

Children play well on their own and with each other, demonstrating good levels of confidence and self-esteem. They clearly feel safe within the setting and they do not need the childminder's attention all the time because they are engrossed in their play. The childminder is attentive in an unobtrusive way. She effectively encourages children to use what they know and to learn more, and she consistently acknowledges and values their cooperation and good behaviour.

There are very good opportunities for children to engage in a wide range of physical activities, both inside and outside. They thrive on weekly routines, such as trips to the play gym and toddler group where they play with other children. Children play in the back garden learning how to balance on stilts and on the twister pad. Small muscle skills are effectively developed when children learn how to thread beads and use one handed tools, like chunky crayons and various other mark making resources, creatively used during mark making activities.

Good hygiene practices are continuously reinforced and children know to wash their hands before they eat their meals and after they have used the toilet. Healthy eating is positively promoted and children are encouraged to eat a varied and balanced diet. The children enjoy their meals, such as pasta bake. They snack on fresh or dried fruit and they drink milk or sugar free juice.

Children are highly valued and they are fully included and involved. They have easy access to a broad range of toys, materials and books, which positively promote diversity in the wider community, such as gender, disability, ethnicity and culture. Relevant examples include painting self portraits, which are attractively displayed on the wall, storytelling, role play and food tasting.

In relation to their age and stage of development, children's progress in the six areas of learning, including the use of technology is good. The very young learn about cause and effect when they twist and turn knobs on the activity centres and older children learn how to use the digital camera. The treasure basket is well resourced and children play with cotton reels, shells, sponges, wooden pegs and castanets. They are learning to identify smells, like lavender in the lavender pouch. A children's favourite activity is decorating fairy buns and they look forward to eating what they have made. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	1
The effectiveness with which the setting deploys resources	1
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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