

## Inspection report for early years provision

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<b>Unique reference number</b>	EY285308
<b>Inspection date</b>	29/02/2012
<b>Inspector</b>	Paula Fretwell
<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.

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 2004. She lives with her husband and two children aged eight and 12 years in the Illingworth area of Halifax. The whole ground floor of the childminder's house is used for childminding, with toilet facilities located upstairs. There are gardens to the front and rear of the property available for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, two of whom may be in the early years age group. There are currently three children on roll, two of whom are in the early years age range.

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

Overall the quality of the provision is good.

Children are well cared for in a welcoming, inclusive environment. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and most systems support children's individual welfare, learning and development needs well. Self-evaluation is not yet fully in place to help the childminder identify strengths and areas to improve. Positive partnerships with parents and carers help the childminder to promote the individual well-being, learning and development of each child and she is aware of the benefits of establishing links with others to enhance opportunities for children's learning and development.

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

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

- improve the system for self-evaluation in order to target more effectively the strengths and areas to improve
- ensure the safeguarding policy and procedure refers to all agencies that need to be informed.

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

The childminder understands the signs of possible harm or neglect to children and is vigilant about their safety and supervision at all times. She knows the procedure to follow for dealing with any child protection concerns or allegations. Documentation to support this is filed prominently and separately from other policies for ease of access, although not all relevant contact numbers are contained in the procedure. Children freely explore and access the space they need to play and resources are used very well. Toys are easily accessible so that children can

select what they need, fully promoting their choice and independence. The childminder clearly assesses any risks in places where children play, ensuring hazards are kept to a minimum. Children learn how to keep themselves safe through simple reminders, such as how to safely negotiate the small step on the decking. The childminder keeps the number of children she cares for to a minimum so that she gives each child plenty of individual attention to make them feel valued and included.

The childminder's friendly and caring interaction with the children positively promotes their learning across all areas. She makes delightful and insightful written observations of children's progress towards the early learning goals in their individual books, with photographs and samples of their artwork. These records include settling-in reports for parents. All necessary written parental consents are in place for all aspects of children's care. The childminder is very flexible in her times of care to accommodate the needs of parents and carers, such as offering early starts if required. The childminder understands the need to develop links with others who have responsibility for the child, when this is relevant to children in her care. Some systems are in place to help the childminder evaluate the quality of the provision, such as obtaining parents' feedback, although these are not yet robust to identify strengths and areas to improve. Parents give praise for the childminder's attention to varied, healthy eating, and say they feel well informed and that their children 'couldn't be happier'. Parents consider the childminder to be very approachable and they enjoy reading their children's learning journals. A daily diary with key information keeps parents up to date with routine aspects, such as feeding and sleeping.

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

Children are very confident, sociable and feel at home in the childminder's care and they have fun learning through play at their own pace. Secure, caring relationships with the childminder give the children a sense of belonging and self-assurance, and they enjoy cuddles and affection. The childminder is skilled at following very young children's cues, such as when they may feel tired, and she responds promptly. Children freely choose what they would like to play with and the childminder supports their ideas by skilfully interacting with them to enhance their learning. There are a good balance of child-initiated and adult-led activities to promote children's development across all six areas of learning. The childminder understands each child's individual personality and abilities, and this helps her to provide meaningful, personalised experiences for them. Planning is individual to each child's development and interests. For example, the childminder notices that children show an interest in pretend play and so she provides further resources to support this. Children engage in imaginary play as they put their doll into the pushchair and give it a kiss. They enjoy experimenting with sound as they play with musical instruments, including home-made shakers.

The childminder maximises learning opportunities within the routine, such as measuring children's hands against their handprints on their placemat at lunchtime. Children enjoy the feel of different textures and they explore jelly,

dough, paint and soil. Outdoors, children explore the childminder's garden and they practise their physical skills, such as riding on wheeled toys and moving the rocker. The childminder sings with the children and uses language to describe movement, such as forward and backward. The childminder introduces new vocabulary to children and she encourages their language skills through constant chatter. Children play peek-a-boo in the playhouse, peeping through the windows and the door. They enjoy watching the childminder's dog and they squeal with delight and attempt to 'woof' as the childminder throws the ball for the dog. Children enjoy a range of opportunities outside the home, such as visiting local children's groups, parks and soft play areas.

Children's health is supported through effective policies, practices and personal hygiene routines. Children enjoy washing their hands, using the soap dispenser and rubbing them clean. They are encouraged to be aware of what they need, such as a drink, a clean nappy or a sleep, through total consultation with them and discussion about their health. Healthy eating is fully promoted; children enjoy healthy, home-cooked snacks and meals, and the childminder works very closely with parents to ensure individual dietary needs are met. Children sit at the table to eat and the childminder gives them plenty of time to finish at their own pace. Their independence at mealtimes is fully promoted and very young children thoroughly enjoy feeding themselves, assertively asking for help to load up their spoon when required and indicating when they have had enough. Children are secure in their routine and when they indicate that they are tired the childminder helps them settle for a sleep. She gives plenty of gentle reassurance and cuddles when they awaken, enabling them to join in with play when they are ready.

The childminder promotes equality and helps children to understand and value diversity through the provision of positive images, daily activities and play. Children learn about other countries by acknowledging different festivals within activities. The childminder ensures all children are equally included in all aspects of the provision and has full regard for their individual needs. Excellent strategies are used to ensure children are fully involved in all matters affecting them. Their skills for the future are excellently promoted through the childminder enabling them to do whatever they can for themselves. For example, the youngest children hang up their own coats and know their own picture peg. Positive strategies are used to manage children's behaviour and the childminder is very calm and patient. Children enjoy the meaningful praise and encouragement given to them, which promotes their self-esteem.

## 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	3
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

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