

## Inspection report for early years provision

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<b>Unique reference number</b>	303648
<b>Inspection date</b>	28/03/2012
<b>Inspector</b>	Karen McWilliam
<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.

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## **Description of the childminding**

The childminder was registered in 1996. She lives with her husband in the Stainland area of Halifax. The whole of the childminders home is used for childminding, except the bedrooms. She has a cat as a pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and nursery and attends several toddler groups regularly. She is 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 happy and make good progress through access to stimulating activities and skilful support and challenge. Outcomes for children are good and exemplary in response to being healthy. Effective partnerships with the others and meaningful relationships with parents ensure individual children's needs are met. Overall, effective arrangements exist to ensure children's safety and encourage their involvement in the provision. Regular self-evaluation identifies the strengths and weaknesses of the provision. The childminder shows drive and commitment and is confident about what she needs to do to secure and further sustain improvements.

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

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

- further improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals

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

Children are effectively safeguarded because the childminder has a good understanding of safeguarding issues and she ensures records are kept of any injuries or concerns. All adults in the home have been suitably vetted to further

protect children. There are detailed risk assessments of all aspects of her provision this means that the environment is safe for the children to explore. Children are further protected because the childminder keeps good documentation including medication and attendance records. She has attended training to update her knowledge of keeping children safe, including first aid. She also ensures smoke alarms are routinely tested and has a clear and effective escape plan in place in case of a fire.

The available resources are used well to achieve the planned goals in learning and development and outcomes for children are clearly attributable to this. The effective use of child-height storage encourages children's self-help and investigative skills and ensures that all children are able to contribute to the daily planning. This ensures an inclusive environment that caters for all children's interests. The childminder has a good knowledge of each child's background and needs and effective partnerships with parents ensure these are appropriately met. However, documentation is not consistent for all children; therefore the childminder is not fully maximizing opportunities to support children's learning. She has established good partnerships with others which further contribute to ensuring good quality outcomes for children. For example, the childminder regularly attends the local childminder drop-in centre.

The childminder regularly reflects upon and evaluates her practice. She is very aware of her strengths and areas for development and has highlighted improvements in tracking children's progress as one of her priorities. To further improve the quality of the provision for children, the childminder has identified realistic projects to enhance the outdoor space. The childminder seeks the views of parents and children through verbal feedback and uses this well to further enhance experiences for children.

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

Children are happy and confident in this welcoming and spacious family home. High levels of continuous verbal interaction and emotional support ensure children thrive in the childminders care. Children demonstrate they feel safe by confidently exploring the play areas and explaining safety issues to the younger children. For example, children state that the younger children must hold hands and walk near the wall when out and about. Regular evacuation practises and a range of safety equipment, such as stair gates further contribute to children staying safe. Children are secure in the settings routines and willingly choose activities for quiet time as the childminder prepares lunch. As a result children develop good self-help skills.

The children's learning outdoors is well-supported. They show a high level of involvement as they make marks with paints on the outdoor easel. The childminder constantly challenges their learning by asking 'what colour is it' and 'can you draw a circle'. As a result children are developing their early writing and drawing skills. Regular country walks where children watch the farmer and his tractor and to other local places of interest are effective in securing children's developing

knowledge of the world around them. A good range of multi-cultural resources also supports children in developing and valuing diversity within the wider world. Children have access to a good range of activities to promote problem solving, reasoning and numeracy skills. The childminder encourages children to join in with number rhymes, such as five little monkeys and there is a wide range of resources to further support their development, such as board games and jigsaws. A computer is always available for the children, which they can access independently. There are some electronic and cause and effect toys, all of which ensure children develop good skills for the future.

Children's health is given a very high priority within the setting. The childminder ensures rigorous nappy changing routines are in place. Secure sickness and exclusion policies also contribute to the prevention of cross infections. The childminder offers children healthy choices of fruit and well-balanced meals and drinking water is always available. She grows vegetables with the children, such as potatoes, which further enhance their knowledge of healthy living. The children readily wash their hands without prompting before snack and clean their teeth after meals because appropriate hygiene routines are very well-established. Children are able to get out in the fresh air daily and benefit greatly from the well-planned space which includes an assortment of large equipment, such as the climbing frame and wheeled toys and balls. The children also attend 'active kids' weekly which further contributes to their healthy lifestyles. Children develop excellent physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their skills.

Children are well-behaved in the setting. This is because the childminder is a good role model and offers careful explanations. She gives children lots of praise and encouragement and ensures their views are valued within the setting to ensure they contribute to the daily routine. Children's independence is fostered to ensure they make a positive contribution to the setting.

## 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	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

<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	1
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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