

Inspection report for early years provision

Unique reference number	303676
Inspection date	15/03/2012
Inspector	Helen Blackburn
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 1996. She lives with her husband in the Holywell Green area of Halifax. There are schools, parks, shops and public transport links in the local area. The whole of the ground floor is used for childminding and the bathroom is situated on the first floor. There is a fully enclosed garden for outdoor play.

The childminder 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. The childminder is registered to work with another childminder from the same premises. When they are working together, they may care for a maximum of 10 children under eight years at any one time, of whom no more than six may be in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for 10 children in the early years age range.

The childminder is able to take and collect children from local schools, nursery and pre-schools. She is a member of the National Childminding Association. The childminder has completed a recognised quality assurance award, 'Quality Assured Status-Approved Childminder Calderdale Children Come First Childminder Network.'

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and clean learning environment, where she promotes good behaviour, independence and a positive regard towards all people in society. The children are happy and they access the good range of activities enabling them to make good progress in their learning and development. Most documentation, policies and procedures are in place to support children's learning and the safe management of the setting. Relationships with children and parents are good and developing with other settings involved in children's learning. The childminder makes good use of self-evaluation and other quality improvement processes to promote positive change.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- improve how observations are matched to the expectations of the early learning goals to help identify and plan for individual children's learning priorities
- improve communication with other settings where children receive education and care to promote continuity and coherence in children's learning by sharing relevant information with each other.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role and responsibility with regard to promoting and safeguarding children's welfare. For example, she has a secure knowledge of signs of abuse and neglect and she fully understands the importance of reporting and monitoring concerns. In addition, the childminder has recently completed safeguarding training so that she has an up-to-date understanding. The childminder ensures that all adults living or working on the premises complete appropriate checks and she supervises any visitors to the home. This means she keeps children safe and protected from harm.

The childminder ensures she provides a safe and clean learning environment for children to play. She manages this by adopting good cleaning routines and carrying out regular risk assessments and safety checks. This results in her putting in place good precautions to minimise hazards and the risk of accidents. The childminder maintains most documentation, policies and procedures, which contribute to promoting the safe management of the setting. However, due to a slight omission when collating information from parents, she does not request their permission to seek emergency advice, although she does request it for seeking emergency medical treatment. This means a requirement is not fully met. The deployment of resources is good. For example, the childminder organises resources at child-height, which means children can make safe and independent choices in their play. In addition, the childminder works well with her co-childminder to ensure the day runs smoothly. They organise tasks efficiently, for example, whilst she prepares lunch, her co-childminder supervises and settles the children at the table. The childminder also makes good use of her local community to extend children's experiences. For example, they go on walks, visit the local park and attend groups in the community.

The childminder makes good use of self-evaluation, training and other improvement processes, such as embarking on a local authority quality assurance scheme as the basis of internal review. This means she is proactive in identifying her strengths and areas for development. She has successfully addressed the recommendation from her last inspection, which demonstrates her capacity to improve. For example, her attendance register promotes children's safety by detailing clearly the times they are in her care. Self-evaluation is inclusive; this is because the childminder actively involves parents, children and other professionals in the process.

The childminder has good relationships with the parents and their written comments about the service are good. They speak highly of the care, safety and how 'special' their children feel. Through good communication, they regularly share and exchange relevant information so that the childminder meets children's individual needs. Through notice boards, written policies and daily diaries, parents receive good information about the service and their child's day. Parents have free access to their child's progress record, which means they are actively involved in their child's progression and learning. The childminder understands the importance of working with other settings involved in children's care, such as school, other professionals and external agencies. This means for children attending her service after school, she finds out some information about their experiences. However, this is basic and does not fully support continuity and coherence in children's learning.

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

The childminder promotes children's health well. This is encouraged through everyday routines, such as hand washing and play activities. For example, when young children play with their dolls and pretend to change their nappies they talk about making them nice and clean. The childminder provides healthy and nutritious meals and snacks for children and she encourages them to be active and to exercise. This contributes to children leading a healthy lifestyle. Children have good opportunities to play outdoors; they go on regular walks and visit local parks. This supports children's physical development and promotes their good health. Children's physical skills are further enhanced as they skilfully kick balls, ride bikes and negotiate prams and other wheeled toys around obstacles. In addition, activities, such as exploring jelly and other malleable materials using their hands and various implements enable children to develop good coordination and dexterity skills.

Relationships between the childminder and children are good, she knows them well, which means she effectively meets their individual needs. These positive relationships, alongside consistent routines contribute to children being happy and feeling safe in her care. Through play and other routines, the children are developing a good understanding of safety issues. For example, they practise road safety on outings and the childminder reminds them not to kick the ball near people's faces because it may hurt them. The childminder manages children's behaviour well. For example, through play she encourages children to share and take turns, she provides clear explanations to why certain behaviour is unacceptable and she praises children's achievements well. This supports children in developing cooperative relationships with others and promotes their confidence and self-esteem. The children have good opportunities to learn about the world in which they live. For example, through activities, discussions, resources and celebrating festivals, the children are developing respect and a positive regard towards diversity and difference.

The childminder has a secure understanding of how young children learn and overall, her approach to observation, planning and assessment is good. For example, through regularly observing the children, she is aware of their abilities.

Therefore, she plans appropriate activities so that they make good progress in their learning. In addition, the childminder understands that she must match her observations to the expectations of the early learning goals. As such, she has recently introduced a new planning and observation system, however, this not yet fully developed.

The childminder is actively involved in children's play; she considers their likes when planning and she uses a good range of open-ended questions to encourage children to be active learners. This contributes to children having a positive and enthusiastic approach to their play. Children develop an awareness of their natural environment as they plant herbs in the garden, this also enables them to use their senses to smell, touch and taste the herbs. The childminder supports children's communication and language skills well. For instance, when children excitedly talk about their holidays, she listens attentively and provides time for children to talk about their experiences. Through role play, such as playing with the dolls, children use their imagination well, which enhances their creativity. In addition, they learn about number in everyday situations; children engage in counting songs, they play games where they match and sort by size and colour and they solve simple problems when completing jigsaws. This positively supports children in developing skills for the future.

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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