

Inspection report for early years provision

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Inspection date	03/04/2012
Inspector	Elisia Jane Lee
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 has been registered since 1996. She lives with her husband and two teenage children in the Wainstalls area of Halifax. There is a designated playroom with its own kitchen, cloakroom and toilet for the minded children. There is a garden, separate play area and attached fields with a vegetable garden for outdoor play. The family have a pet dog which is inaccessible to children and also keep hens and ducks.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these not more than three may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children who are all in the early years age range. The childminder receives support from the local authority and is a member of the National Childminding Association. The childminder is also an approved member of the Caldergate Children Come First which is Quality Assured and means she is accredited to offer funded places for early education for 3 and 4-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are skilfully promoted and are given a high priority. Children make excellent progress in their learning and development and enjoy a wide range of highly stimulating activities, experiences and resources. Systems for observing children are detailed and children are valued as unique individuals. An inclusive ethos threads through all aspects of the setting. Children's progress is effectively shared through extremely strong links with parents and partnerships with other professionals. Overall, the childminder gives high priority to effective self-evaluation and review procedures to ensure that the service is continually improving.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments are reviewed regularly - 25/04/2012
at least once a year or more frequently where the need arises (Suitable premises, environment and equipment)

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

- improve the record of fire evacuations, to include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder ensures the safety and welfare of children is given high priority throughout the setting. Arrangements for safeguarding children are comprehensive. The childminder is highly skilled in understanding how policies can be used to support positive outcomes for children. In the main highly effective policies and procedures are in place. Risk assessments have been undertaken which identify risks in the indoors and outdoors ensuring the premises are safe for children to use. However, the childminder does not review risk assessments, which is a breach in the welfare requirements, although this does not impact on the children's safety. The childminder uses effective self-evaluation systems to constantly monitor her service and achieve high standards. She demonstrates this by undertaking further training to support her existing expertise, becoming an accredited childminder, undertaking audits and attending regular network meetings. There are good quality systems in place for self-reviewing and monitoring and good focussed improvement plans are in place. Therefore, children are very well cared for by a dedicated childminder.

The organisation and management of the setting is comprehensive with the focus always being on improving outcomes for children. For example, the childminder ensures that planning is extremely flexible to take into account children's individual needs. The childminder uses the environment and resources within the indoor and outdoor areas with skill offering a choice of imaginative experiences for children. She has created an extremely warm, welcoming and highly stimulating environment. All children enthusiastically enter the setting and engage independently with resources. Children are inquisitive learners, ask questions and problem solve during activities. The multiple resources are rich and imaginative and are used extremely well to support children's learning and development across all areas of learning. The outdoor area offers an extremely wide range of quality resources and experiences. Children relish outdoor play and become engrossed in activities such as, sledging in the winter; they grow vegetables from seed in the vegetable patch, feed the childminders chickens and visit local farms.

An equality and diversity policy outlines the childminders commitment to fully promote inclusive practice. The childminder has a comprehensive knowledge and understanding of individual children and as a result their needs are very well met. Children with special educational needs and/or disabilities are thoroughly supported through the childminders knowledge and strong links with other professionals. Purposeful systems are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers are outstanding. The childminder takes a lead role in supporting parents, informing them and signposting them to other multi-professional agencies. During times of transition the childminder shares information with new providers. This shows a very detailed understanding of each individual child and ensures that their needs are always

given the highest priority.

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

Children enjoy a wide range of play experiences and make outstanding progress in their learning and development. The childminder knows the children exceedingly well and plans exciting activities taking into account their individual interests and capabilities. Observations are undertaken regularly and children's interests are skilfully documented. Children show a desire to participate and actively contribute to the running of the setting. For example, they contribute ideas for snack time and suggest places of interest to visit. Children show a very strong sense of security. All children progress exceedingly well in their personal, social and emotional development as the childminder is enthusiastic and highly effective at encouraging children to participate in routines and gives consistent praise. This promotes self-esteem and builds children's confidence extremely well. The childminder provides a wide selection of resources to enhance children's communication, language and literacy skills. These opportunities are available throughout the setting in all areas of learning. For example, writing in the role play area, using an easel for indoor painting, free access to books, labelled resources and visits to the library. Younger children are successfully supported in their communication by the childminder as she acknowledges their initial sounds and encourages repetitive language in songs and rhyme.

Activities are effectively planned and differentiated to support all children's individual needs. Concentration skills are well developed as children have purposeful and developmentally appropriate learning opportunities. Children's creativity is supported through a wide range of role play equipment, creative resources and a good range of media. For example, children make Easter cards and dress up in a range of different cultural dressing up outfits when celebrating festivals around the world. All children access the outdoors every day where they choose from an excellent range of activities to develop their creative and physical skills. Children develop a keen interest in the environment by going on trips and taking part in activities such as visiting neighbouring farms, attending different groups at the local children's centre and taking walks in the local environment.

The childminder is fully committed in supporting children to develop a full knowledge and understanding of the world. All children are highly valued and engage in a wide range of activities and experiences, which help them to value diversity. For example, they taste food from different cultures during snack, celebrate different festivals, learn about different religions, dress up in the role play area and use multi cultural resources. The setting embraces and welcomes everyone into a wholly inclusive environment.

Children's welfare is positively promoted. For example, children are taught how to be safe by taking part in evacuations of the home, although the record for this does not show if any problems occurred and how they were resolved. They gain an

exemplary understanding of the importance of hygiene routines. Children take part in music and movement sessions and appreciate the role exercise has in creating a healthy lifestyle. Snacks are extremely healthy and include fresh fruit and fresh vegetables. Children visit local garden centres, grow their own vegetables from seed, nurture them and then eat them for snack. Children make independent snack choices and help to prepare food. For example, they, take part in baking and cooking activities.

All children have a wide range of opportunities to use electronic equipment and programmable toys with great confidence. For example, children use a television, compact disc music system, camera, cooker when baking, walkie talkies, torches and recordable microphones. Children use objects from 'real life', such as cutlery and garden tools and show a positive attitude to caring for the environment by using recycled materials. This supports children in understanding of the wider world and very effectively develops skills for the future. As a result all outcomes for the children are significantly enhanced.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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