

Inspection report for early years provision

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Inspection date	23/04/2012
Inspector	Marina Anna 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.

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Description of the childminding

The childminder was registered in 1997. She lives with her husband and adult son in Savile Park, Halifax, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and there is a fully enclosed yard to the front and the rear of the premises available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years. No children were present at the time of the inspection.

The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The provision includes before and after school care. The childminder walks to local schools to take and collect children, and she regularly attends local parent and toddler groups. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Individual learning journals illustrate that children are making good progress in their learning and development and their welfare is well promoted. They are cared for in a safe, stimulating and inclusive environment where they are respected and valued as individuals. The childminder works in close partnership with parents, the local school and other organisations, which contributes to ensuring that the needs of all children are very well met. The childminder implements good methods to evaluate her provision and shows a strong commitment to improving her practice.

What steps need to be taken to improve provision further?

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

- provide further opportunities to enable parents to contribute to their child's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a thorough understanding of safeguarding issues and ensures her knowledge is updated through attending regular training. She conducts daily risk assessments of the premises, and also for outings, which ensures that safety is continually monitored and reviewed. She has comprehensive written policies and procedures and the required documentation in place, which clearly underpins her very good practices and successfully promotes children's care

and welfare.

The childminder is committed to her professional development and strives to provide high quality care. An effective system of self-evaluation enables her to identify her key strengths and prioritise areas for improvement, such as introducing questionnaires for parents and children, which enables them to give feedback on the service she provides. She has addressed the recommendation at the previous inspection, and has attended a variety of training and implemented the knowledge gained to further improve her practice and care of children.

The childminder's home is organised well and children are welcomed into a bright, warm, stimulating environment. They have access to a wide range of resources, which are age appropriate, promote diversity and are organised in transparent boxes. This enables children to make choices and promotes their independence. During the induction period, detailed information is gathered about the children enabling the childminder to provide consistency of care and meet each individual child's needs. Children's views are acknowledged and considered through daily consultation. As a result, the childminder values each child as a unique individual.

Partnerships with parents and other providers are very effective in ensuring that information is shared and children's learning and development is well planned for. A daily communication sheet is used to record information along with verbal communication, telephone texts and e-mails, which keep parents well informed about their child's day. The childminder has established positive links with the local schools and other early years provisions in the community. As a result, there is continuity in their learning, and their social, emotional and educational needs are supported during the transition period.

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

Children are supported well in their learning as the childminder uses her extensive knowledge of each child in her care. She effectively uses information gained from parents during the induction process along with her own detailed observations, to help her to identify children's starting points. Written observations and assessments are clearly linked to the six areas of learning to enable her to monitor their progress. Each child has their own learning journal which contains weekly observations, photographs illustrating the children involved in a wide variety of activities, and samples of their artwork. Their next steps in learning are clearly identified. Journals illustrate that children are making good progress in all areas of learning. Parents are encouraged to look through their child's journal on a regular basis, however there is currently no provision enabling them to make comments on their child's progress.

The childminder plans activities around the children's interests and incorporates their favourite items to introduce additional play experiences and learning opportunities. For example, using dolls to promote self-help skills of dressing and undressing and using music with visual aids to promote counting in sequence. Children learn about shape recognition through using shape sorters, threading

different shaped buttons and sorting into groups. They problem solve through completing a variety of puzzles and they learn the concept of size with assorted vehicles and discover that some cars are too big to go inside the garage. They discover that print has meaning through the wide variety of books suitable for all ages. They enjoy listening to stories and are provided with lots of opportunities to mark make using a range of materials such as, their fingers, paint brushes, chalks, crayons and pencils. They learn about letters by using books, stencils and participate in discussions and sing songs.

Children are provided with a variety of opportunities to develop their understanding of the wider world. Children can access a good range of resources which reflect diversity, such as small world figures and books. They participate in the celebration of a variety of festivals such as Diwali, where they taste a selection of Asian foods, and dance to Asian music. They explore the natural world as they visit the park and collect, leaves and hunt for insects. Effective use is made of local facilities, such as the library, which they visit weekly and select their own books. Older children use the computers and borrow reference books to support their learning and enable them to complete their homework. They learn about fire safety as they practice regular evacuation procedures and visit the local fire station, where they are able to sit on the fire engine, use the hose and learn about the role of the fire fighters. They help to prepare their own snacks by cutting fruit and sandwiches and they learn about 'tidy up' routines, where they are encouraged to tidy activities away when they have finished. The childminder introduces clear boundaries to the daily routine to develop children's understanding of what behaviour is acceptable. She encourages older children to try to resolve differences themselves, such as promoting sharing. She uses praise and recognition to encourage good behaviour, such as awarding certificates to celebrate children's achievements.

The childminder has effective systems in place to develop children's understanding of a healthy lifestyle. They engage in a variety of activities which develop their physical skills, such as climbing on apparatus. They learn about spatial awareness by crawling through tunnels and playing in dens. They develop their hand and eye coordination as they catch balls and roll hoops and they play with dough using a variety of tools and their hands to mould different shapes. Each child has their own towel which they identify by colour reducing the risk of cross-infection. They are encouraged to wash their hands after visiting the toilet and before handling food, developing their understanding and familiarity of personal hygiene practices. The childminder provides a variety of nutritious, healthy meals and snacks. She takes children to the local supermarket where they are able to select fresh fruit of their choice and they engage in a variety of baking activities, such as making bread. They also grow cress which they use to make sandwiches.

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	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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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