

Inspection report for early years provision

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Inspection date	16/07/2012
Inspector	Melissa Patel
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 January 2012. She lives with her husband and two children aged 15 and two years, in a property in Halifax, West Yorkshire. The whole of the ground floor of the home is available for childminding. The garden is used for outdoor play.

The childminder is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years, of whom two may be in the early years age range. The childminder is currently caring for three children under eight years, of whom two are in the early years age range. Children attend on a part-time basis. The childminder lives close to local amenities. She has links with other early years provisions. Family pets include a dog and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and well-being are successfully met, through a broad range of fun activities in a safe environment. Effective questioning challenges children's thinking, resulting in children making good progress across the areas of learning overall. Partnership working with parents and with other professionals supports children's welfare and learning well. Evaluation systems promote good ongoing continuous improvement, and therefore, the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- extend the arrangement of text within the environment, to maximise children's understanding of the meaning of words, for example, by using names and labels
- extend opportunities for parents to contribute to their children's learning and development.

The effectiveness of leadership and management of the early years provision

Effective safeguarding systems keep children protected well. For example, the childminder understands her role effectively with regard to keeping children safe from harm. A Criminal Record Bureau check is in place for all persons required to have one. The records of risk assessments are used well to keep children secure in all areas accessible to children, indoors, outdoors and on outings. Written documentation to support the effective operation of the provision are maintained well, and are readily available, such as clear health and safety procedures.

The organisation of space in the home supports children's learning and development well overall, and resources are used effectively to sustain children's interest and extend their learning. The childminder promotes equality and diversity, through a good understanding of the children's individuality, gained through using information from observation, and through effective partnership working. Diversity with regard to the differences in peoples lifestyles is well represented within the provision overall.

The childminder evaluates the progress of the provision well overall, to maintain good ongoing continuous improvements for children. This is the first inspection since being registered as a childminder, and she has put in place some effective improvements for children. For example, the childminder has attended training to ensure she can implement the Early Years Foundation Stage successfully. Good development of the observation systems and clever development of questioning promotes children's progression well. In addition, the childminder is active in finding out information, enabling her to continually review her provision. These improvements ensure children develop well with their learning and that their welfare is effectively supported.

The childminder talks to parents daily to ensure that information is current regarding children's individual routines and needs. The childminder liaises with parents regularly about the type of activities children do, and how this supports children's learning progress. However, requests for parental contributions on the learning journeys are not yet fully developed, to maximise how parent's comments are used by the childminder to further support learning. Information gathered from parents is clear that they are happy with their children's progress, and the care their children receive whilst at the provision. Policies and procedures are shared with the parents and support children's welfare well. The clearly established links with other early years professionals, and other provisions ensures a good support to children's welfare, learning and transition, including effective policies to support the process.

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

Children enjoy themselves, and they are making good progress with their learning in relation to their starting points and time at the provision. This is because the childminder supports children effectively in their progress towards the early learning goals. Through consistent talk and questioning, the children recognise colours well, for example, they confidently name silver and gold, as they squeeze the paint from the tube. They are also demonstrating strong control with small physical skills as they successfully achieve this.

Children's communication skills and early reading skills are effectively supported through activities, such as singing rhymes. They look at the pattern of rhyme in the book and talk about the animals relating to the rhyme. The childminder extends their thinking well by asking open ended questions, such as 'What do you think happens next?', and 'how do the animals move?'. Children respond by acting

out their movements confidently in the room, and they have great fun. They make a kennel from bricks, for the dogs they have discussed in the rhyme. Children learn mathematical language with support from the childminder, such as long and short, and they frequently count. They recognise shapes well, such as a triangle. Children often predict what happens next in stories that they are familiar with, during story time. In addition, the learning environment has some words displayed, but it is not maximised, and always at low level, to further extend children's understanding of the meaning of words, by using names and labels. Children smile and happily respond to the childminder during activities. They co-operate with other children well, such as sharing sheets of material to hide under. Children are learning about how to keep themselves safe well, for example, they discuss crossing roads on outings safely, and why it is important to sit down and eat, to avoid choking.

The observation systems are effectively used overall, to support and extend children's learning and development. Plans are put in place to help children extend their skills successfully across the areas of learning. For example, building up their vocabulary in a variety of situations, enabling them to express themselves, extending concentration and creativity, using their imagination and working out how to use resources. Children are learning about diverse communities and the wider world well, through trips into the local community, where they can socialise with people from varying backgrounds, and through using props in their play, which positively support diversity, such as cultural figures, varied costumes and materials, and books.

Children are active and enjoy the benefits of physical activity, for example, they act out songs, using large movements which develop their understanding of space and how to control their body movements effectively. Children understand and adopt healthy habits, such as frequent hand washing, and they know why it is important. Children make healthy choices about what they eat and drink, for example, they choose between carrot and sultanas for snack, or choose both. Meals are nutritious, such as cheese on toast, vegetable pasta, or cottage pie with vegetables. Drinks are water or milk. They know milk is good for you, because it makes you grow.

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	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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