

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Cathleen 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.

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 registered in 1993. She lives with her husband and an adult child in Slaithwaite, a semi-rural suburb of Huddersfield. Her adult child is mostly away from home studying at university. The childminder's house is built on the side of a hill and there are eight steps into the house. The whole of the ground floor of the childminder's house is used for minding, as well as the bathroom on the first floor. There is provision for outside play in the back garden. The childminder walks to school to take and collect children. Transport is provided for longer journeys.

The childminder is registered by Ofsted on the Early Years Register in addition to the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time, of which three may be in the early years age range. Currently, there are four children on roll in the early years age range who attend on a part-time basis. The childminder also cares for her grandchildren.

The childminder is a member of the National Childminding Association and she has links with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very strong aspect of the childminder's practice is the effectiveness with which she deploys resources, including the newly landscaped back garden and a refurbished play room. These have been designed with children's best interests in mind and are used effectively. She has a well-considered approach to supporting children and they make good progress towards the early learning goals in all areas. The childminder keeps parents well informed about their children's welfare and development, and policies and procedures are mostly up-to-date for parents to view. Inclusive practice is firmly embedded in all aspects of the provision and overall, children's individual needs are well met. Self-evaluation is effective and the childminder has a good capacity for making independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- review policies and procedures frequently to ensure they are constantly updated.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. Detailed risk assessments are well maintained in order to minimise potential hazards to children. The childminder has considerable childcare experience and she keeps up-to-date with childcare practice through in-service training. A comprehensive list of training events that have been attended is available for parents to view.

The highly effective deployment of resources, in addition to the physical layout of the setting, meets the needs of children extremely well and clearly enhances their experience at the setting. For example, the childminder has redeveloped the main playroom to maximize floor space and storage, which is easily accessible for children to self-select resources. The provision for free movement from inside to outside is exceptionally good and the back garden has been landscaped to inspire children to use it and to challenge them in their play. For example, the winding pathways are used by children using ride-on equipment and they carefully navigate the twists and turns. The new wooden play house, with a bay window, is used as a den and at the top of the garden there is excellent provision for playing in the sand. Children learn about digging, planting and growing and the concept of sustainability is extremely well promoted.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has a secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. Children take part in relevant activities that positively promote gender, disability, culture and ethnicity, through age appropriate books and storytelling, role play, food tasting, music and movement, art and crafts. The childminder is able to support children as they use these resources and, as a result, outcomes for children are good.

There are effective systems in place that demonstrate reflective practice. For example, the childminder evaluates children's activities and effectively plans to support children to take the next step in all areas of learning. There are effective measures in place to help the childminder identify what she does well, and to prioritise what she can do differently, to enhance outcomes for children. For example, she develops additional knowledge and shares good practice through the childminding support group. Her vision for the future is to complete home improvements to enhance outcomes for children.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. The childminder liaises well with parents and children's development files are well maintained to clearly show parents what their children have achieved. Parents receive useful information about the provision, although not all policies and procedures have been updated. Parents are routinely involved in decision-making on key matters affecting their children, such as home improvements. The childminder demonstrates a high level of awareness to provide for children with special educational needs and /or

disabilities, and this includes the need to work with other professionals and support agencies, such as the local authority inclusion officer. She has good links with other early years foundation stage providers, such as teachers at nursery school. This promotes a cohesive approach to delivering the framework.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well. Systems, for such things as observing, assessing and planning children's next steps, are used well and she is able to show that children's individual progress is good in relation to their starting points, capabilities and interests.

Children show a strong sense of security and feel safe within the setting. If they were troubled or upset they would confide in the childminder, as trusting relationships have been developed. Children learn how to keep themselves and others safe. For example, they know how to pass scissors correctly. When they went camping in the wood, they learnt about safety in relation to campfires. For example, the campfire was never left unattended and a circle was drawn around it to remind children not to get too close. Children also learnt how to cook safely on an open fire using very long skewers.

Children are active and thoroughly enjoy the outdoors. They also look forward to sessions at the play gym, learning how to climb, slide, crawl, jump, balance and roll in a safe environment. Hand and finger control is effectively developed when children use one handed dough tools, such as rollers, squeezers, and cutters. They are beginning to make healthy choices about what they eat and drink and they know to wash their hands before meals to prevent germs from spreading. Fresh fruit is always available and children make healthy choices. They know to eat savoury food before their dessert.

Children's progress is good, in relation to their development, in the areas of communicating, literacy and numeracy and information communication technology. They have learnt to use the laptop and their hand and eye coordination is effectively developed when they use age appropriate software and the mouse to click, drag and drop. Collaborative skills and problem solving are clearly developed when children use resources that connect to make a castle for the princess. Children use a wide range of age appropriate books, and a favourite is the pop up animal book. Their knowledge and understanding of sustainability is very good. Relevant examples include, children learning about how to build and maintain compost heaps, so that they can be used to help plants, flowers and vegetables grow. Children know to help separate general waste from paper and glass jars and they learn how to sort and match bigger items to take to the council tip.

The childminder places the promotion of equality of opportunity at the heart of all her work and all children are clearly valued, fully included and involved. Children

are inspired to learn about people's differences in the wider world. For example, through storytelling and role play. Children behave well and they show a good awareness of responsibility within the setting. When they come inside to play they know to take their shoes off at the door and they know not to climb on the furniture to avoid accidental injury. Children have learnt there are others who have less than they have and they are mindful of this when they take used toys and books to the charity shop. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	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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