

Inspection report for early years provision

Unique reference number	310818
Inspection date	21/08/2009
Inspector	Cathleen Howarth
Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 1994. She lives with her husband in Clayton West, a semi-rural suburb of Huddersfield. Most of the ground floor of the childminder's house is used for childminding and there is a fully enclosed back garden and drive for outside play. Parents use the entrance at the side of the house, which is accessible from the driveway. The family has a dog, which is not usually at home during the day. The family also has four cats that live in the conservatory, which is not part of the registered provision. They also have a rabbit, which lives in a hutch at the side of the house.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. There are 11 children on roll attending on a sessional basis. Of these, five are in the early years age group and six in the later age group. Children occupying these places share the same facilities as the children in the early years range. There is provision for children with learning difficulties and disabilities.

The childminder provides care during weekdays between the hours of 7.30am and 6.00pm throughout most of the year. She walks to local schools to take and collect children, and attends the local toddler group and playgroup. Transport is provided.

The childminder has obtained a relevant Level 3 qualification in early years and has made links with other Early Years Foundation Stage (EYFS) providers.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are well met in a welcoming and inclusive environment. The childminder effectively demonstrates continuing commitment to children, and her knowledge and understanding of the EYFS is fully secure. The childminder has good capacity to independently make continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to develop provision for outside play at the setting.

The leadership and management of the early years provision

The setting is impressively led and managed. The childminder is committed to bringing about sustained improvements and positive results for children. There are noticeable systems in place that demonstrate reflective practice leading to the

clear identification of targets for further improvement. For example, a new garden shed has been obtained to store equipment for outside play.

At the last inspection two recommendations were raised to improve records. The childminder now has easy access to relevant safeguarding literature. In addition, she has devised and implemented her own child protection policy in keeping with the Local Safeguarding Children's Board procedure. Exemplary records are maintained to keep parents fully informed of their children's welfare, learning and development. The childminder clearly knows children and parents well, and trusting relationships have been established. Now all the required policies and procedures are in place underpinning robust childcare practices and working in partnership with parents.

At the time of inspection provision for outside play at the setting was restricted. The childminder has cordoned off the back garden to prepare the foundations for the new shed, and children can only use the driveway for outside play. Although this is a temporary arrangement, it currently hinders the quality of children's outdoor play experience at the setting. However, comprehensive risk assessments are regularly reviewed to manage or eliminate potential risks to children, and as a result children play safely in a well maintained environment.

High priority is given to safeguarding children. The childminder fully understands her role in child protection. She clearly knows the procedures to follow should a concern arise. She has been registered for 16 years and has a wealth of experience to draw from, which is positively reflected in the overall outcomes for children. The childminder and resources are effectively deployed and activities are well supported.

There are robust systems in place to positively reflect diversity in the wider community in relation to gender, culture, ethnicity and disability. The childminder has thorough knowledge and understanding of anti-discriminatory practice and ensures all children are fully included and involved. She skilfully adapts and extends activities to meet the individual needs of all children. Overall, a welcoming and inclusive service is provided.

Parents receive good quality information about the early years provision and there are pro-active transition arrangements in place. For example, introducing and settling new children to the setting. Parents are given plenty of time to decide when it is appropriate to leave their children at the setting and for how long. Support for children preparing for school is well organised. High priority is given to developing strong links with other EYFS providers in order to promote a seamless approach to delivering the framework.

The quality and standards of the early years provision

Children's thinking, vocabulary and experiences are developed through the effective use of everyday opportunities. There is a good balance of child initiated and adult led activities that results in children being active learners who are able to think creatively and critically.

At registration the childminder establishes children's starting points with parents and they complete relevant records, such as the Milestone's Chart. After a settling in period the childminder uses written observations to help her find out more about children's natural interests, capabilities and preferred learning styles. She continuously evaluates and assesses children's progress through the Look Listen and Note system, which is maintained in children's individual development files, alongside pictorial examples of what children have achieved. This effective system informs children's activity plans, and shows parents the excellent progress their children have made towards the early learning goals in the six areas of learning.

The childminder has very high expectations of what children can achieve, and her questioning methods challenge and support children to achieve as much as they can. She continuously and effectively supports children's learning in all areas. Her teaching methods are inspirational and she maintains children's attention for long periods. She imaginatively uses Molly, the empathy doll, and through Molly all children are encouraged to have a go. As a result they are enthusiastic learners who have clearly developed a positive attitude towards learning.

Children play with an excellent range of quality toys and equipment that are checked regularly for repair and replacement. High priority is given to promoting children's welfare and safety. The childminder maintains good standards of hygiene and cleanliness at the setting in order to minimise the risk of the spread of infection. Children know to wash their hands after using the toilet and before meals in order to remove the germs that can make them poorly. They practice the emergency evacuation plan and learn how to act responsibly during times of uncertainty.

Children have a great time at the setting and they are lively and cheerful. They confidently choose toys and resources and quickly become engrossed in their play. They effectively use Molly to express their feelings, such as happy and excited. Children's behaviour is good. The childminder clearly values their cooperation and positive attitudes. She gives meaningful praise and skilfully uses age appropriate strategies, like distraction and explanations, to consistently manage a range of children's differing behaviour. Older stage children clearly recognise the needs of others and they are respectful and considerate in their interactions. For example, they share toys and take turns without the childminder prompting them to do so.

Children are learning how to make healthy choices. For example, through the sample menu, which promotes five portions of fruit and vegetables a day.

The above measures effectively provide firm foundations from which children 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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