

Inspection report for early years provision

Unique reference number	310888
Inspection date	13/10/2011
Inspector	Ingrid Szczerban
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 1995. She lives with her husband and two adult children in Outlane, on the outskirts of Huddersfield. The whole of the ground floor is used for childminding, with the exception of the bedrooms. There is an enclosed garden for outside play and the family has a dog.

The childminder is registered to care for six children at any one time. There are three children on roll, all are in the early years age group. The children attend on a part time basis. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

Regular outings include visits to toddler groups, the local library and to parks. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare needs of children in the Early Years Foundation Stage are met well. Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted satisfactorily and children are valued and respected as individuals. Partnerships with parents and/or carers are good. The childminder assesses her provision effectively. She identifies areas for improvement and demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- develop further the children's experiences of diversity in everyday practice
- establish links with other settings delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All adults in the home have appropriate checks and a log is kept of visitors to the home. The childminder has a clear understanding of how to report any concerns she may have about children. Comprehensive written risk assessments are effectively implemented and constantly reviewed by the childminder to ensure that children are kept from harm. For instance, the decking outside has a tendency to become slippery when wet, so the childminder displays a warning sign in this area whilst she makes suitable arrangements for it to be made safe. All accidents are recorded by the childminder who also makes notes of any

which are sustained by children at home.

The home is clean, warm and well-maintained and good hygiene practice, such as, using separate towels, protects children from the risk of any cross infection. A clear sickness policy is implemented. Toys are stored at child-height and can be accessed freely. Inclusion and diversity are promoted satisfactorily. The childminder finds out about each child so that she can successfully provide for their individual care and so they feel welcome. She follows routines from home so that children settle in well. The toys and books that children use reflect positive aspects of diversity and some festivals are celebrated so that they begin to appreciate similarities and differences. However, foods and music from around the world are not regular features of the provision.

The childminder assesses her provision well and makes improvements. For instance, the recommendations made at the last inspection are fully implemented to improve outcomes for children significantly. The childminder has completed safeguarding training, she has a current first aid certificate, the fire drill is practised every month, the complaints procedure is reviewed and the certificate of registration is displayed.

Additional toys and resources are continually bought for the children. Good account is taken of the views of parents. They make very positive comments about the childminder in cards and letters. These include, "the childminder is like a second mother to our child". The children are consulted when planning activities to follow their interests and the childminder takes note of what babies enjoy to plan for their activities.

Relationships with parents are good. All the policies and procedures are shared with parents. Children's learning and their progress is shared well between the settings. The parents stay for a while when collecting their child to chat and the childminder sends home detailed diaries about their child each day. The childminder invites parents to her home for summer barbeques and mince pies at Christmas so that trusting relationships are strengthened. The childminder has not yet established links with the nursery where a child attends one day a week, so that learning may be complemented.

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

The children make good progress in their learning and development. Accurate observations and assessments are made by the childminder and she knows their next steps for progression. The childminder uses detailed information from parents before children begin their placement, to help them settle in she initially follows home routines. As she gets to know the children better she plans activities tailored to their preferences. For instance, one child is very creative and the childminder buys her a variety of art and craft activities to do each week. Children also use their imaginations well in role play. They dress up as fairies and use wands to change 'adults into frogs'. Children know their creativity is valued because the

childminder displays their free art work on the walls.

Very good practices are employed to ensure that children learn how to keep themselves safe. For instance, the childminder teaches children to use the cold tap in the bathroom by winding the plug chain around it, and the children know the fire drill, they readily state that they must hold the childminder's hand and go outside to the lamppost.

The children are very happy and settled because the childminder provides a regular routine for them based entirely around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and practical support. High levels of individual attention are given to children and they are well behaved and self-assured in their surroundings. The childminder's conservatory is child-orientated and organised very well so that children are independent and choose their preferred activities.

The childminder gives well balanced nutritious foods to the children. They eat healthy meals, such as, homemade shepherds' pie and she limits the amount of sugary foods she gives them. Children enjoy being active. They learn to run, climb and balance using equipment in the childminder's garden and on frequent outings to parks and adventure play centres. Children love animals so the childminder takes them to visit farms and supplies them with books about animals. She takes them for nature walks, to parks and to toddler groups and so children learn about the world around them.

The childminder plans activities and uses everyday situations to enhance children's understanding of sorting and numbers. For instance, the children help the childminder to set the table and count how many people there are, therefore how many plates and cups are needed. She uses a clock face to encourage children to recognise numerals and to make this more fun, she lets them take turns to test her too. Children communicate well and the childminder talks to them all the time about what they are doing. Their language and literacy skills are fostered well by the childminder. She enhances their love of books with regular story and singing sessions. Children know that print carries meaning, they recognise the letters in their name and copy these successfully.

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	3
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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----