

Inspection report for early years provision

Unique reference number	EY255476
Inspection date	11/03/2009
Inspector	Rasmik Parmar
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2003. She lives with her husband and two children in a terraced house in Marsden, Huddersfield. The whole of the ground floor and first floor are available for children. There is a fully enclosed garden at the rear of the house, across a side road, for outdoor play.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of three children on the Early Years Register and a maximum of two children on the compulsory part of the Childcare Register.

At present there are 11 children on roll; five of these children are in the Early Years Register, three are on the compulsory part of the Childcare Register and two are on the voluntary childcare register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's well-being is safeguarded and they make good progress in all areas of learning and development. The childminder works in partnership with parents and other professionals to promote continuity of care. All children have their individual needs met to reach their full potential and access resources that promote diversity. Effective systems are in place to identify strengths and areas for development and the childminder strives to improve the experiences for children who attend.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment to include the safety of children for specific outings.

The leadership and management of the early years provision

The childminder is experienced and highly motivated to support children's welfare. She is well organised so that all required records and procedures are efficiently maintained and thoughtfully implemented. Children benefit as the childminder makes good use of her time and organises the play environment to be accessible to all ages. As a result, they receive ample adult attention and make effective use of the premises and high quality resources that provide a stimulating learning environment.

An effective commitment to continual improvement ensures that the childminder has updated her knowledge of childcare by attending relevant training to develop

and improve practice. The process of self-evaluation allows the childminder to highlight areas of good practice and effectively identify areas for improvement.

The childminder works effectively with parents and other professionals as she routinely exchanges information to support children's learning and development to ensure continuity. Parents are valued and the childminder recognises their role as central to children's welfare, learning and development. Children thrive by being with a warm and caring childminder who meets their needs well and supports them in making good progress in their learning and development. The childminder offers a good balance of age appropriate and stimulating activities. She observes and monitors children's progress in all the areas of learning and then plans for the next stage of development.

The childminder recognises her role and responsibility in protecting children. Policies and risk assessments relating to safeguarding children's well-being are secure to ensure that their welfare and safety is of paramount importance. However, the risk assessments are not extended to include the safety of children on outings. The childminder keeps her home secure at all times and there are good procedures to ensure their safe collection. For example, the names of other people collecting children are known to the childminder.

The quality and standards of the early years provision

The childminder has a sound knowledge of the learning and development requirements and confidently helps children become active learners. She has a clear understanding of individual children's progress, which is reflected in their observations. She demonstrates her skill in assessing the needs of children and planning for their next stage of development for all areas of learning. Photographs relating to observations and examples of children's artwork are included in the children's records.

Children are happy and enjoy coming to the childminder's home. They are confident and completely at ease within the setting, including babies who have their care routines met in partnership with parents. Children relate well with each other as they play independently and cooperatively. There is a good balance of adult and child-led activities with flexibility to ensure that activities suitably challenge children's learning and help them progress. Questioning and support from the childminder ensures that children remain motivated and engaged in both planned and child-initiated activities. There is a good range of purposeful play experiences, which result in children being active learners who receive enjoyable and stimulating experiences across all areas of development. For example, children enjoyed touching and squeezing the play dough at the kitchen table and enjoyed role play as doctors and nurses.

Children are cared for in a warm and welcoming environment where good standards of hygiene are maintained throughout. They learn the importance of good hygiene and personal care through established daily routines such as hand washing and drying their hands on individual hand towels to prevent cross-infection. The childminder takes overall responsibility for the provision of healthy

snacks and drinks, which includes plenty of fruit. Children have access to fresh drinking water as part of promoting their independence. On the whole, parents take responsibility in providing children with healthy and balanced packed lunch. The childminder provides freshly prepared home cooked meals for some children during school holidays.

The childminder ensures that potential hazards both indoors and outdoors are minimised and promote children's safety. She achieves a good balance between freedom and safe limits and recognises and sets reasonable and appropriate boundaries to manage children's behaviour, taking into account their age and development. Constructive and positive rewards, such as praise and encouragement, are used to encourage further effort and reward positive behaviour.

The childminder delivers personalised care to children and families, making them feel included, safe and valued, and giving them the best start in life. All children are valued as individuals and their individual needs are recognised, appreciated and met very well. They enjoy outings within their local community and learn about diversity through a range of activities, sampling food and cultural resources.

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?	2
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?	2
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?	2
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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.