

Inspection report for early years provision

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Inspection date	27/02/2012
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.

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Description of the childminding

The childminder registered in 2003. She lives with her husband and child aged four years in Dalton, Huddersfield. The ground floor of the childminder's home is used for childminding and there is a fully enclosed back garden for outside play. The family has a puppy dog, which lives in the house and the family also keeps ducks and hens in a designated area at the back of the house.

The childminder is registered by Ofsted on the Early Years Register in addition to the compulsory and voluntary parts of the Childcare Register. She can care for five children under eight years, of which two may be in the early years age range at any one time. Currently there are three children attending on a part-time basis who are within the early years age group. The childminder is currently working one day a week. The childminder is a former nursery nurse and she has attained a relevant level 3 qualification. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature of the childminder's practice is her patient and caring nature. She keeps parents well informed about their children's welfare, learning and development. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. Children make good progress towards the early learning goals in all areas although assessment arrangements are not fully developed. Overall, reflective practice is effective and the childminder has good capacity to make 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:

- link children's assessments to the pictorial examples of what they have achieved, to plan children's next steps towards the early learning goals in a methodical way.

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 is a former nursery nurse. Since the last inspection her training portfolio has been updated in the children's best interest, such as training to safeguard children.

The effective deployment of resources, in addition to the physical layout of the setting, meets the needs of children well and clearly enhances their experience at the setting. For example, the childminder has all weather hard and soft surfaced outdoor play areas and children take part in digging and planting. They eat what they have grown, for example, green beans and peas. The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. To further enhance the provision the childminder has obtained a wide range of quality resources that positively promote diversity and inclusion. The childminder effectively supports children to use these resources and as a result, outcomes for children with regard to their welfare and achievement are good.

There are effective systems in place that demonstrate reflective practice and the childminder liaises well with other childminder's and good childcare practice is effectively promoted. The childminder issues parent questionnaires, in order to gain feedback on the service she provides. This enables the childminder to identify what she does well and to prioritise what she needs to do differently to enhance outcomes for children. There is an emerging system that demonstrates children are making good progress towards the early learning goals. The childminder collates pictorial examples of what children have achieved and these are attractively arranged, although they are not linked to the existing Look Listen and Note assessment tool. As a result, plans to support children to take the next step are not completed in a methodical way, although overtime all areas of learning are appropriately covered.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision-making on key matters affecting their children through well-established procedures. Parents are keen to contribute to the inspection process and one parent said "She's a fabulous childminder and I would recommend her to everybody". The childminder demonstrates a high level of awareness to provide for children with special educational needs and /or disabilities and this includes working with other professionals and support agencies, such as the local authority. She has good links with other Early Years Foundation Stage providers, such as, teachers at schools and the children's key person at nursery to promote 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 through emerging systems that are beginning to show that children's individual progress is good in relation to their starting points and capabilities. Children show a strong sense of security and feel safe within the setting. Children say, for example, "She helps me tidy up properly", so that floor space is not cluttered and to avoid

accidental trips and falls. Children are confident and they play well on their own and with others, learning how to share, take turns and to be kind to each other. There are good opportunities for children to engage in a wide range of physical activities, both inside and outside. They walk to nursery to take and collect children and they use this opportunity to explore the local community. They develop fine motor skills by gripping chunky crayons and making marks with the paints and brushes. They made red foot prints to compare size and shape and they are attractively displayed on the play room wall.

Healthy eating is positively promoted and children are encouraged to eat a varied and balanced diet. Children enjoy eating what they have planted and grown. For example, green beans and peas. They have easy access to drinking water at all times and use water bottles to keep hydrated. Good hygiene practices are continuously reinforced and children know to wash their hands after using the toilet and before they eat their meals to prevent germs from spreading. Children are highly valued and they are fully included and involved. They have easy access to a broad range of quality toys, materials and books, which positively promote diversity in the wider community, such as, gender, disability, ethnicity and culture. Relevant examples include, food tasting, model making and learning about Chinese New Year and the year of the dragon. Children are learning about different habitats. Interesting and stimulating activities are arranged to reinforce their learning, such as, helping the childminder's husband turn the duck eggs in the incubator. This is effectively linked to other activities, such as, stories about ducks and through their art work.

In relation to their age and stage of development, children's progress in the six areas of learning, including, the use of technology is good. The childminder sits on the floor with children to encourage them to use what they know and to learn more. They learn about cause and effect when they twist and turn knobs on the activity centres. Children are engrossed in their play and they use their imagination fully when they explore and examine natural resources in the treasure basket, such as, wooden balls, metal spoons, shells and cardboard boxes. A favourite activity is playing with the pink pig in the small world house and train engine. Children paint pictures linked to the weather book. They have great fun playing 'ice cream shop' in the outside playhouse and they like to find the missing teddy in one of the books. Hand and eye coordination is clearly developed, as they learn to thread buttons. Children learn about others who need our help and they take part in fund raising events to support people who are ill and disabled. 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	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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