

Inspection report for early years provision

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Inspection date	24/05/2011
Inspector	Hilary McKenning
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 has been registered since March 2004. She lives with her husband and four children, in Mount, near Huddersfield. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder walks to local schools to take and collect children. The family has two rabbits, two guinea pigs and a budgerigar.

The childminder 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. She is currently minding five children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She attends local toddler and drop in groups and takes children to the park. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate with enjoyment, are confident with daily routines and content within the calm environment. The support the childminder gives to the children is personalised to meet their individual needs and allows them to become independent learners. The childminder has an effective partnership with parents and takes time to develop a good understanding of children's individual needs to ensure appropriate care is provided. Recommendations raised at the last inspection have been addressed successfully to enhance the provision. Planning of activities is informal and children's progress is monitored. Inclusive practice is promoted by involving the children, listening to them and their parents and being aware of their need.

What steps need to be taken to improve provision further?

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

- continue to develop planning systems to provide further experiences which are appropriate to each child's age and stage of development as they progress towards the early learning goals
- develop further links with other settings delivering the Early Years Foundation Stage to include sharing information about children's progress towards the early learning goals
- maintain a record of fire evacuation drills including any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a clear awareness of her role in protecting children and uses her extensive knowledge to ensure children's welfare. Effective systems are in place to record any concerns, and the childminder has a very good understanding of the safeguarding procedure. She is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care. Continued communication and the sharing of policies ensure parents are kept well informed about their child's care and the service offered. Parents are kept fully informed on how their children are cared for and what they achieve each day by receiving verbal and written information. For example, the childminder is beginning to use photographic evidence to share their child's activities with parents. The childminder has a system to monitor and evaluate her service in order to identify her strengths and weaknesses and enable her to make improvements for the future. She has successfully addressed the recommendations from the last inspection.

The childminder is enthusiastic and committed to improving her knowledge about childcare, through relevant training. She continues to act upon training opportunities. For example, she has attended child protection training and is in the process of completing an early years qualification. She uses this knowledge to enhance children's experiences and overall development. Although the monitoring of children's progress identifies the next steps in children learning, this is not fully utilised to plan activities effectively to promote learning opportunities. There are established links with other providers of the Early Years Foundation Stage although this does not extend to children's learning and development.

A comprehensive collection of policies and procedures contribute to children's health and safety. These are regularly reviewed and shared with parents. Children are cared for in a secure, clean, well-maintained and well-supervised environment. Rigorous risk assessments are completed for both the premises and any outings. Organisation of space ensures children learn daily routines that help to promote their welfare and development. Resources and activities are well displayed and children confidently select toys from a wide range that offers challenge and interest. Children are developing an awareness of the wider world through photographs, books, posters and role play equipment. All children are able to freely access activities and resources.

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

The childminder is aware of how children learn and develop. She interacts enthusiastically, engaging with children in activities which are appropriate and developmentally challenging. Her knowledge of the Early Years Foundation Stage is beginning to emerge. The planning for individuals to ensure each child receives a suitably challenging range of learning experiences is developing. The childminder generally bases her activities on the observations she makes so that they are broadly matched to children's individual needs. As a result, children are making

good progress in their learning in relation to their starting points. However, to ensure effective continuity and progression, the childminder has not yet established a system for sharing information with others providing the Early Years framework.

Children are very well behaved and receive quality care, good support and praise at every opportunity, which increases their overall well-being and promotes a sense of trust. For example, they say please and thank you and know the boundaries for expected behaviour, set by the childminder. Warm caring relationships with the children ensure they are confident to express their feelings and speak out. Children are encouraged to explore and be curious while being well supervised at all times. The wide range of toys and resources encourages children to problem solve, communicate and take an interest in the wider world.

Children access a wide variety of activities to extend their play and encourage their independence. The childminder keeps a record of children's achievements and written observations identify the next steps in their learning and development. The childminder regularly shares these with their parents. Resources are clean, in good condition and regularly checked for wear and tear. Children are encouraged to be curious, explore and investigate, through a range of activities that are stimulating and interesting. For example, they skillfully operate the children's laptop computer, moving their body as they sing and giggle with delight as they select different songs.

Children's care and welfare is promoted well through the childminder's extremely positive approach to the safety of the premises. Regular risk assessments ensure the setting is safe, secure and keep children safe. Children regularly take part in fire evacuation drills although records do not contain sufficient detail to support this.

Children are becoming aware of danger and have meaningful discussions with the childminder on how to keep safe. For example, children comment that today they can play with the small building bricks as the baby is not here. During walks and the school run they practise road safety and know to stay with the childminder when they are on outings. Children independently access a wide range of good quality play materials and resources that are appropriate to their age and stage of development. Children enjoy a variety of their favourite fruits and are introduced to new tastes. Children readily follow good hygiene routines and eagerly use, and frequently ask, for the hand wash gel as their hands have germs.

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	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
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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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