

Inspection report for early years provision

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Inspection date	11/04/2011
Inspector	Melissa Patel
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 was registered in 2004. She lives with her partner and two children aged 13 and 11 years in the Riddlesden area of Keighley in West Yorkshire. The front room is used by children with toileting facilities on the first floor. The garden is currently unsuitable for outdoor play and there is a dog in the household.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder may care for five children at any one time, of whom three children may be in the early years age range. She is currently caring for three children in the early years age range on a full and part-time basis. The childminder also cares for one child over eight years. She attends toddler groups and visits local attractions with the children regularly. The childminder walks to and from a local school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is implemented effectively overall. Children experience a balance of indoor and outdoor activities that support their learning towards the early learning goals well. The safety measures in place are well maintained. Partnership working with parents is good, promoting children's overall well-being. Overall, partnerships with other provisions where children also attend are suitably established to support children. Evaluation systems are good and promote positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- extend partnership working with other settings where children also attend to maximise children's individual learning priorities
- extend the observation systems in place to ensure that the planned next steps in the children's learning are fully clarified.

The effectiveness of leadership and management of the early years provision

There are good safeguarding procedures in place to protect children, which supports their well-being. For example, all adults who have contact with the children have undergone appropriate background checks. The home environment is maintained effectively to promote children's safety. The record of risk assessments is robust, and helps minimise risks to children indoors, outdoors and on outings. The household dog is kept separate from the children at most times. Children can see the dog and access to the dog is discussed with the parents. The

organisation of space in the home environment is arranged well to promote children's learning progress. Equality and diversity is promoted effectively overall, enabling children to learn to value some of the differences in people's customs and lifestyles positively.

The development of the childminding provision is monitored and evaluated well. The childminder uses written evaluation to monitor the progress of her childminding provision, and she also frequently refers to the Early Years Foundation Stage framework to help her evaluate and meet the requirements effectively. The recommendations raised at the last inspection have been implemented well. For example, the childminder has updated her documentation to ensure all required records are readily available, including obtaining written emergency medical consent from the parents. She has also reviewed her policies and devised some good systems overall to monitor children's learning in line with the Early Years Foundation Stage framework. These improvements support children effectively.

The childminder works effectively with parents to support the children she cares for. For example, daily routines are discussed and the policies and procedures to support the smooth operation of the provision are shared. The childminder obtains the parents' views on the provision by using a questionnaire. This helps her monitor the provision. The learning and development profiles are readily available and shared with the parents to support children's learning. There are appropriate links established with other early years provisions that children also attend, which supports their transition to these settings and promotes their overall welfare. However, the systems for sharing information to maximise children's individual learning priorities are not yet fully developed.

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

Children explore a good range of activities overall, to help them progress across the areas of learning. For example, children are developing their hand-eye coordination as they mark make. They demonstrate good knowledge of colours which they confidently name. The childminder supports children's learning well, through skilfully using children's individual interests to support their learning progress. For example, children who enjoy playing with toy bikes and cars are encouraged to count them, and words, such as, bigger and smaller are introduced, developing children's language and understanding of size well. Children plant seeds and make pictures about what they have planted. Children progress with their early information technology skills, through using a laptop computer and digital camera.

The organisation of the environment is effective in helping children start to understand print has meaning, through the arrangement of low-level labelling that children can see clearly, and they have access to books. Children's confidence is supported effectively through praise and reassurance from the childminder as they achieve a task, such as, naming colours and counting. Children are supported well by the childminder as they explore the environment. They act happily, smiling

frequently as they choose their own toys that suit their abilities well and they handle resources appropriately. Children are starting to understand the importance of road safety through practice. For example, young children know to stop at the lights, and they practice the fire evacuation procedure.

The childminder has a good understanding of the learning and development requirements overall, which promotes the children's progress towards the early learning goals. The ongoing observations of children are used well to extend children's learning progress. For example, the childminder explains what plans are made to help children extend a range of skills, such as, independence, counting, colour recognition and physical skills. Children are also extending their knowledge of different shapes. For example, very young children can recognise a star and they are learning to recognise a triangle. There is clear photographic evidence available to show what activities children participate in on a regular basis, which supports children's individual learning progress. The childminder records where children have progressed to on the tracker record, however, there are no written records to show what is planned next to extend children's development to give a clear and consistent message with regard to how their progress is extended to maximise their learning and to provide additional clarity for parents.

Children are starting to develop a good knowledge regarding the diversity in people. For example, they participate in different celebrations, by making Eid cards for local neighbours and they make pancakes on Shrove Tuesday. In addition, they make masks for the Chinese New Year. Children use good quality resources that support different customs and lifestyles, such as, books, and dressing up costumes and materials. This all helps children start to value differences well. Children are cared for in a hygienically maintained environment. They follow appropriate hygiene routines, such as, hand washing if they have touched the dog and before meals. Children eat healthy snacks, such as, a banana at snack time, and they can freely access drinks, such as, water or very diluted sugar free juice. Children eat a light meal at the childminder's, such as, sandwiches with a choice of fillings, like tuna, cheese, or ham. Children are learning that exercise keeps them healthy through practice. For example, although the garden is not currently in use for outdoor play, the children walk supervised through the garden to see the chickens and collect eggs. In addition, the children also go on regular outings to local parks, where they receive fresh air whilst having many opportunities to develop their physical skills well.

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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