

Inspection report for early years provision

Unique reference number	EY293637
Inspection date	18/12/2008
Inspector	Janet Skippins
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2004. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with in Kirkheaton Huddersfield. The whole of the ground floor is used for childminding, children use the bathroom on the first floor. There is a fully enclosed garden available for outdoor play. The childminder has a pet dog and three cats. She is registered to care for six children under eight at any one time, and is presently caring for three children on the Early Years Register, two on the compulsory Childcare Register and three on the voluntary Childcare Register, who attend on a part time basis. The childminder walks to collect children from the local school. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are cared for in a welcoming environment where they are valued as individuals. The childminder works with parents to find out about children's specific needs. The majority of the required documentation is in place to promote safe and effective management of the children. The childminder is starting to build the Early Years Foundation Stage (EYFS) into her practice by informally planning activities and beginning to keep records, which show she is observing and assessing the children's progress. Completion of the self evaluation form means the childminder regularly evaluates her service, taking into account the views of children and parents. This results in a service that is responsive to the needs of all users.

What steps need to be taken to improve provision further?

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

- update the written safeguarding children procedure to include the procedure to be followed in the event of an allegation being made against yourself
- develop observation and assessment records for individual children and make plans for their learning and development from these.

The leadership and management of the early years provision

The childminder demonstrates her positive commitment to continual improvement by attending relevant training courses. For example, she has recently attended training to find out about the EYFS, and has started to gradually build this into her everyday practice by recording observations of children's activities. However, because this is in the very early stages the records do not clearly show the impact on children's progress in relation to their starting points. The childminder has given good attention to the two recommendations made at the last inspection. Firstly, outcomes to help children stay safe are enhanced because the childminder has attached the fireguard to the wall. Also, children learn more about people from different backgrounds and those with disabilities because the childminder now uses

a very good selection of resources with them to extend their learning in this area.

The childminder evaluates her service by using the self evaluation form and working closely with parents and children to seek their views. Most records, policies and procedures are up to date, easily accessible, used appropriately and made available to parents. Information regarding children's welfare achievements and progress is shared through regular discussion and records. These include basic written observations and photographs of children's activity. The childminder gains appropriate information from parents before children begin to attend, this includes details of their starting points, capabilities and interests, so that she is able to work with the children to build on these. This results in a satisfactory partnership with parents.

The childminder has a satisfactory knowledge of safeguarding children. She has a policy in place and works well with parents, ensuring that the welfare and protection of children is her priority. However, although the childminder knows what she would do if an allegation was made against her, this is not included in the policy. She takes care not to allow people whose suitability has not been checked to have unsupervised contact with the children while being care for. The childminder maintains very well written records which show she has assessed risks carefully. Therefore, she is able to show that children are safe at all times. Three-year-old children understand the dangers of fire and due to regular evacuation practices, they confidently explain that they go outside if there is a fire

The quality and standards of the early years provision

Children are welcomed at the setting. They receive support and affection, which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a good range of resources. The childminder is starting to use her knowledge of the EYFS to informally plan activities for the children. This results in them taking part in appropriate activities indoors and outdoors and going on regular outings, therefore making satisfactory progress towards the early learning goals. The childminder has recently attended training on how to observe and assess children's development by using the Practice Guidance for the EYFS. This has resulted in her being in the very early stages of developing observation and assessment records. The childminder knows the minded children well and interacts well with them, talking to them and asking questions to promote language development as they play. The children play imaginatively with wooden figures in the dolls house and wear dressing up clothes. They enjoy interesting outings, for example, to country parks and farms where they are able to get close up to animals and talk with the childminder about how to look after animals. They also enjoy going to the library where they choose books which link into their outings. For example, soon after a farm visit they chose books about farm animals then looked at them with the childminder and practiced making the animal sounds.

Children are treated with equal concern their individuality is respected and their needs are met. The children take part in activities appropriate to their different needs and abilities, because the childminder is successful in promoting inclusive

provision for them all. Anti-discriminatory practice is promoted so that all children feel valued. For example, dolls with different skin colours and books which show children from different backgrounds, as well as dressing up clothes are used with the children to help them learn to respect different cultures. Children are developing an understanding of disability through putting their dolls into a model wheelchair.

Children have a very healthy, nutritious diet and they enjoy snacks of fresh fruit. The children learn about healthy eating through activities, such as, growing their own tomatoes and being involved in food preparation. They choose toppings for their pizzas. Three-year-olds show they have a good understanding of healthy eating they confidently say that oranges are healthy food and sweets are not. The children learn about the importance of physical activity and fresh air by walking on regular outings. They develop physical skills through visits to the play gym and making good use of the garden for playing ball games and using ride-on toys. The childminder ensures that they are well prepared for poor weather conditions because she keeps spare clothes such as gloves, hats and rainwear handy. The children are learning to socialise well through playing with each other and attending toddler group. They behave well and are learning to share, in response to the positive methods the childminder uses to manage their behaviour. Two and three-year-old children are very polite and well mannered, they confidently ask the childminder for help, always saying please without being prompted.

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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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.