

Inspection report for early years provision

Unique reference number	EY296161
Inspection date	19/01/2009
Inspector	Melissa Louise Patel
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 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 has been registered since November 2004. She is registered to care for six children included on the Early Years Register and the compulsory part of the Childcare Register when working alone, and 12 children when working with an assistant. The childminder is registered to provide overnight care for two children, included on the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered to care for children on the voluntary part of the Childcare Register. She is currently caring for five children on the Early Years Register, four children on the compulsory part of the Childcare Register, and three children on the voluntary part of the Childcare Register.

The childminder lives with her husband and two children in a three bedroomed, semi-detached property in Haworth. The rooms used for childminding purposes are the lounge, kitchen and dining room on the ground floor, and two bedrooms and the bathroom on the first floor. Children access outdoor play in the fully enclosed garden to the rear of the property. The home is in close proximity to schools, shops and a park. The childminder collects children from school. She is a member of the National Childminding Association and is quality assured with the scheme Children Come First. The childminder has links with other local early years practitioners.

Overall effectiveness of the early years provision

The childminder promotes most aspects of the Early Years Foundation Stage effectively, ensuring children are secure and included. Children enjoy and progress well with their learning through varied experiences and good support from adults. Partnership working with parents is effective, keeping them involved in their child's development. Partnership working with the local school has been instigated by the childminder, to compliment children's overall welfare. Clear identification of strengths and weaknesses promotes improvements for children well.

What steps need to be taken to improve provision further?

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

- organise the learning environment to further help children understand that words have meaning, and further develop children's creativity through resources to support role play
- record information regarding children's starting points when they first attend the setting
- provide written evidence that the registration training course is completed.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure at least one person who has a current paediatric first aid certificate is present at all times (01/02/2009

Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder's home is organised effectively overall, to help children investigate and be included. Children benefit from flexible planning that means children can develop at their own pace. The policies and procedures in place are used effectively to support children's health and to keep them safe. For example, risk assessments are robust and help minimise risks, such as by keeping keys appropriately accessible in case of emergency evacuation, and ensuring accident and medication systems work. The assistant present is knowledgeable about her role in keeping children appropriately safeguarded. For example, she demonstrates a clear understanding of evacuation procedures, supervision of children and what to do if she is worried about a child. However, although the assistant has a first aid certificate, it is not current, which is a breach of legal requirements when the assistant is left alone on the premises with children.

The childminder has clear systems in place to monitor and evaluate the service provided. For example, she goes on relevant training and takes advice from other early years practitioners. The childminder makes good judgements about what children are capable of and plans varied experiences to help them develop effectively. She involves parents well in their child's development whilst at the setting and gains their views on the care being provided, through discussing their child's learning and ensuring they have access to development records. In addition, the parents have access to a good set of policies and procedures to support how the setting operates. Since the last inspection the childminder has attended Early Years Foundation Stage training, linked with the early years co-ordinator regarding implementing the Early Years Foundation Stage, and used other resources to support her understanding of child development. In addition, she has ensured there are no loose wires accessible to children and completed a local authority approved childminder training course. However, this has not been evidenced in writing. These improvements support the children's overall welfare well.

The quality and standards of the early years provision

Children receive varied opportunities, indoors, outdoors and on outings to help them progress well across the areas of learning and development because the childminder and her assistant have a sound knowledge of them. The childminder and her assistant work together to make plans for children's learning that suit their individual abilities. For example, children are helped to develop counting skills during simple activities and routines. A more-able child develops fine physical skills by threading strings through holes on the threading card. Whilst all the children join in a pretend picnic, the childminder supports children's understanding of healthy eating by effective questioning. For example, she asks, 'Is this cake good for you?' and 'What foods can we eat that help us stay healthy?' In addition, this activity supports children's communication and thinking skills. The layout of the

environment supports children's learning well overall. For example, children can select their choice of resources, developing independence skills. However, the environment is not organised to its full potential to promote children's understanding that words have meaning and to further support children's creativity through developing the use of resources, such as dressing-up costumes and materials.

The observations and assessments of children are effective, identifying and confirming children's individual learning priorities and what is planned next to help them progress. For example, the childminder makes plans to extend children's learning when a simple activity identifies that some children need to experience more practice with mark-making, pencil control and further activities to support their understanding of numbers. The childminder works well with parents to support children's learning at home. For example, through discussion with parents, she gives ideas on how to develop with certain areas of learning, such as literacy skills. Some verbal information is obtained with regard to children's abilities when they first attend the setting. However, this information is not recorded on the children's development files to clarify initial starting points, to help inform future planning and further aid children's progress. Links with other early years professionals support children's overall welfare needs by discussing relevant information.

The childminder maintains a suitably clean environment for children to explore. Children are helped to learn about staying safe effectively through a regular fire evacuation practice and discussion about safety on outings and as they move around the home. However, as the childminder's assistant does not hold a current first aid certificate, safety is not promoted fully at all times. Children are cared for in a welcoming environment which supports diversity and includes all children. For example, they select good quality books that positively promote differences in people from a wide range of backgrounds. They celebrate festivals, such as Divali, Eid and the Chinese New Year. Children are all involved in activities at their own level. They behave well and respond appropriately to adults' requests, such as to tidy up. They benefit from lots of physical activity outdoors to keep them healthy and they are encouraged effectively to make choices through daily routines. In addition, the children learn well about the wider world and communities through projects and going out into the local community on trips and to local childcare groups.

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?	3
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

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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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