

Inspection report for early years provision

Unique reference number	EY320070
Inspection date	20/04/2009
Inspector	Angela Margaret Ellis
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).

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 was registered in 2005. She lives with her family in Batley, close to shops, a park, schools and public transport links. The whole of the ground floor of the property is used for childminding purposes. There is a secure garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight at any one time of whom no more than three may be in the early years age range. There are currently three children on roll in this age group. The childminder also cares for children aged over five years to sixteen years. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder has completed the required childminding training and holds an appropriate level three qualification in Early Years. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe and stimulating environment where their individual needs are always considered and met. Their welfare is promoted well irrespective of background or ability. This enables all children to make good progress in all aspects of their learning and development. Children learn to appreciate diversity through experiences that broaden their understanding of the wider world. The childminder has positively embraced the self-evaluation process in order to identify strengths and areas for development to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- use the observations and assessments from parents and others delivering the Early Years Foundation Stage to identify learning priorities within the planning
- continue to develop the system of self-evaluation and demonstrate how parents views contribute towards it in a meaningful way.

The leadership and management of the early years provision

The childminder is well organised and experienced. She demonstrates a commitment to continued professional development by keeping up to date with current childcare practise through her close links with the local Sure Start centres and liaison with the Local Authority. She regularly attends childminder support groups and meets with other childminders to discuss current practice and

emerging issues.

The capacities to improve and maintain continuous improvement are demonstrated well through effectively implementing the recommendation made since the last inspection. This involved, extending the range of resources and positive images of disability to provide support so children learn to respect and value differences and helping them to develop positive and caring attitudes towards others. The childminder has completed the Ofsted self-evaluation form and found the process of reflective practice beneficial in identifying strengths and priorities for development that will improve the quality of the setting. However, it doesn't demonstrate how the views of parents are taken account of.

A comprehensive range of policies and procedures are implemented to ensure that all of the children in her care are safe and well cared for. There are robust procedures for conducting daily checks to make sure that any hazards highlighted through the extensive risk assessment process are minimised or eliminated for indoors, outdoors and outings.

The children are safeguarded because the childminder demonstrates a clear knowledge and understanding of how to implement the procedures for child protection if necessary, to ensure the well-being of the children is maintained. She is fully aware that all adults over 16 years of age in the home have to have a criminal records bureau check.

A successful partnership with parents contributes to promoting inclusive practice and this enables the childminder to support the individual needs of children and provide continuity of care for them. Positive feed back from parents through 'Thank you' cards and letters clearly demonstrates their appreciation of the service that she provides.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. This is because the childminder has embraced many of the changes brought about by the implementation of the Early Years Foundation Stage (EYFS). She does this by providing a stimulating and child centred environment. The resources are arranged well to be easily accessible to encourage all children to make independent choices and follow their own interests. There is effective planning for play and exploration both in and outdoors, with a balance of adult lead and child led activities and spontaneous events that results in children being active learners and being creative. This includes planning for individuals to ensure that each child receives an enjoyable and challenging experience across the areas of learning.

Children are clearly happy and settled and this is evident by them being confident in independently following their own interests. For example, they engaged in role play with the dolls, undressing and dressing them again with help from the childminder supporting them as they developed the skill of fastening the buttons. This activity was naturally extended by using the opportunity to count the buttons. Therefore the children were developing their problem solving, reasoning and

numeracy skills. They had great fun when the children spontaneously decided to empty toys out of a large storage bucket and climb inside them with their dolls and began singing action songs and rhymes. Good interaction is demonstrated through a warm, caring relationship between the children and the childminder. Children are supported by the childminder well, who demonstrates that she understands when to engage or not with them.

The childminder observes the children to find out about what children know, can do and enjoy when they start and this forms part of an on going assessment. Observations are clearly matched to the areas of learning and the next step of learning for individual children is identified to inform future plans. The childminder has developed positive relationships with parents and other providers delivering the EYFS for children, such as the local nursery to exchange information about children's progress. However, this information is not sufficiently used to identify learning priorities.

Children learn about the local community and the natural world around them, they have an awareness of the seasons through a wide range of outings and outdoor activities, such as to the local Sure Start Centres. The provider promotes equality of opportunity and anti-discriminatory practice well to ensure that every child is included and she does this by providing activities that all children can take part in. She uses a wide range of activities including some that are borrowed from the resource library. This helps children find out about different festivals to broaden the children's understanding of diversity and the wider world.

Children's health and well being is extremely well met because children learn the importance of cleanliness through good daily hygiene routines. Children effectively learn the benefits of eating for their healthy growth and development encouraging them to lead healthier lifestyles. They are offered and enjoy a varied balance of nutritious meals and snacks. Everything is freshly prepared, using fresh ingredients and children are actively encouraged to help in the preparation of meals. Children learn how to evacuate the home safely in an emergency because fire drills are practised regularly and a record is kept of them. Children behave well in response to the childminder's positive and consistent approach to managing behaviour. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. The childminder successfully provides a wide range of activities that captures children's interests and, therefore, they behave well. They learn to care about and respect each other and other things, for example, one of the toddlers passed one of the other children her drink and was given praise for being kind. The childminder is a positive role model and children learn to care for plants that they are growing and the environment through encouraging the children to recycle.

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?	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?	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

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.