

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Cynthia Walker
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 2006. She lives with her husband and two children aged one month and one year in Cross Roads near Keighley, close to shops, the park and the school. The childminder uses the ground floor, which includes the playroom, quiet room and dining area, for childminding. Children access the first floor to use the bathroom. There is a fully enclosed garden available for outside play. The childminder regularly attends a local parent and toddler group. She takes children to, and collects them from, the local schools.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom no more than one may be in the early years age range. When working with an assistant, she may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. The childminder is currently minding five children, of whom three are in the early years age group. She is a member of the National Childminding Association and has completed the 'Children Come First' quality assurance scheme. The childminder holds a National Diploma in Childhood Studies and is a member of the local childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and make good progress in their learning. Overall, the childminder provides interesting learning opportunities to meet the children's needs. The childminder is effectively promoting the children's welfare. Well-established links with parents and carers enable the childminder to work in partnership, to ensure the needs of all the children are met by valuing each child as a unique individual. The childminder has a clear understanding of the effectiveness of her provision and targets to secure further improvement are identified.

What steps need to be taken to improve provision further?

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

- develop further the methods of identifying future learning for individual children within observations in order to plan relevant and motivating learning experiences to support children's progress.

The effectiveness of leadership and management of the early years provision

The childminder is effectively maintaining the documentation which is required for the safe and efficient management of her provision and promotes all aspects of

children's needs. A comprehensive range of policies and procedures is clearly displayed with other supporting documentation in well-presented, professional files. She has completed relevant training in child protection and has an appropriate understanding of child protection to enable her to effectively safeguard the children in her care. Detailed risk assessments ensure effective action is taken to manage and eliminate identified risks within the home and on outings. The childminder has a positive attitude to her professional development and has attended a variety of short training courses.

The childminder has taken effective steps to evaluate her provision which identify her strengths and weaknesses. She is committed to her ongoing improvement, and her identified targets include improving resources for numeracy and information and communication technology. The organisation of her home encourages purposeful play and exploration, and access to resources actively supports children's learning and development. Effective liaising with other providers delivering the education programme ensures children progress and receive continuity of care and learning.

The childminder has developed positive relationships with parents and carers, who receive effective information about the care and learning she provides; this includes individual copies of her policies and procedures. Discussions with parents and carers as their children begin their care, and the completion of detailed questionnaires linked to their care and learning, enable the childminder to establish a clear understanding of children's backgrounds and needs. Parents and carers receive information about their children's achievements and progress verbally on a daily basis, and by accessing their children's assessment records every term.

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

The childminder has a good knowledge of the learning and development requirements, and is effectively promoting children's learning and social, physical and economic well-being. Interesting assessment folders include regular observations, photographs of children's involvement in a wide range of activities and examples of artwork. Although the observations are linked to the areas of learning, they do not include the children's future learning. A monitoring sheet is used to evaluate and monitor the aspects of children's learning and development that have been achieved, and this information is used to identify the children's next steps in learning. An initial assessment is completed for children who are attending school, to support their care and learning. The childminder has a sensitive understanding of individual children's progress and introduces activities that suitably challenge and extend their learning; for example, when children were able to write the initial letter of their names, the childminder introduced the initial letters of the names of other family members. Weekly planning sheets identify the activities being introduced, and reflect a balance of adult-led and child-initiated activities; however, the children's next steps in learning are not identified within these records. A well-equipped and very welcoming environment reflects the children's backgrounds and wider community.

The childminder skilfully supports children's learning as she listens and sensitively interacts during activities; for example, by actively questioning the children as they progress through the story, the childminder encourages the children to recognise the characters and be involved in the narrative whilst looking at books with them. Children make independent choices and are active in instigating their own play and learning. They are actively involved in making buns as they help get resources and ingredients. Children are encouraged to carefully weigh the different ingredients, and recognise the number four on the weighing scales and discuss the shape the eggs make as they are broken into the bowl. Whilst clearing up after the activity, children make the marks of the initial letters of their names in the flour and receive lots of positive praise from the childminder. Children are confident communicators and share information from home; for example, they explain that they have been to have their hair cut and sat on their mummy's knee. They have good imaginations, as they dress up as fairies and pretend to make wishes as they wave their wands and say the magic word, 'abracadabra.'

The childminder is effectively promoting the welfare of children and ensures their good health and well-being is being supported. Children behave well in response to calm and consistent responses from the childminder. The childminder is sensitive to younger children's needs, as they gently rock the chair when they begin to get upset. The use of simple road safety as they go for walks or as older children are collected from school encourages children to develop an understanding of dangers and how to keep safe. Children are secure and confident within the home, as a result of the good interaction from the childminder and stability of the routines. An eleven day rotational menu which includes a wide variety of fruit and vegetables in snacks and home-cooked meals enables children to make healthy choices about what they eat. Regular access to the outdoor area and use of the large equipment in the park encourage children to be active and to begin to understand the benefits of physical activity. Children practice their skills as they carefully move large hoops over their bodies or bend over to walk through the hoops.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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