

Inspection report for early years provision

Unique reference number	EY331575
Inspection date	16/04/2009
Inspector	Dawn Bonica Brown
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 was registered in 2006. She lives with her partner and three children aged nine, seven and four years, in a house in Skipton, West Yorkshire. The childminder is registered to care for children on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The kitchen, dining room, utility area and hall of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for five children on the Early Years Register and compulsory part of the Childcare Register and currently cares for five children, of whom four are on the Early Years Register. The childminder takes children to and collects them from school. She also attends the local playgroup and parent and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder meets the needs of all the children in her care routinely because she recognises the uniqueness of each child and supports them all so that no individual is disadvantaged. Children make good progress in almost every aspect of their learning and development and their welfare is promoted effectively.

The childminder is pro-active in providing good quality education and care because she has established strong partnerships with parents and other providers of care and education. Her policies and procedures are effective and inclusive for those children who attend. The differing needs of both boys and girls are considered when the childminder plans activities and her plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- promote positive attitudes to differences within all children, such as disabilities, through activities and resources that reflect positive images of disability.

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

- develop and implement a policy for supporting children with learning difficulties or disabilities. (Safeguarding and welfare)

18/05/2009

The leadership and management of the early years provision

The childminder is efficient at maintaining the records, policies and procedures required for the safe management of the Early Years Foundation Stage and ensures that the needs of all children are met. She maintains written policies that include most aspects of her service and ensures that her first aid certificate remains current and relevant. Well recorded risk assessments include all areas of the house, garden and outings.

The childminder provides a good learning environment which helps children to make effective progress towards the early learning goals. For example, all the resources are accessible to them and well organised. The areas in which children play are welcoming and inviting and they easily help themselves to toys and activities of their choice. Photographs of children's artwork are displayed, which promotes their self-esteem and confidence and the childminder ensures that children are comfortable when engaged in activities. For example, she provides cushions for them to kneel on when planting seeds in the garden.

The quality of her self-evaluation gives the childminder a suitable understanding of the strengths and weaknesses of the early years provision. However, there are no children with additional needs attending and she has not considered this area of her practice. For example, she has not thought about how she would identify or support a child with a disability and/or learning difficulty. This is a breach of the welfare requirements.

The quality and standards of the early years provision

The childminder has a good knowledge of how children learn and develop, which helps her to support their learning and development effectively. Children are fully engaged in a wide range of activities, such as role play using their 'den', singing and dancing, planting seeds, and creating a variety of artwork using a range of materials. They work together cooperatively to complete jigsaws and engage in group activities, such as cooking, baking buns, dressing up, junk modelling, digging in the snow, playing with small world toys and looking at picture books and story books together.

The childminder provides a good balance of adult-led and child-led activities that are well planned and result in children being active learners who are creative and think critically. She ensures that activities are suited to the ages of all the children so that they are all highly involved in them and achieve as much as they can, asking questions and learning about what they are doing whilst being fully engaged.

There is high quality planning for individuals, which ensures that each child receives an enjoyable and challenging experience across the areas of learning. The childminder teaches children to be active and to understand the benefits of physical activity by providing plenty of action indoors and out. These include dancing, action songs, play outdoors on wheeled toys, planting seeds, sand and

water play and ball games to help them develop throwing and catching skills.

Children think logically. For example, they know the days of the week and work out what day it is through the childminder's open-ended questioning. They know the letters relating to the days of the week, recognise numbers and work out what day of the month it is in relation to yesterday and tomorrow. Young children count into double figures with the childminder, look at the weather and reorganise the weather chart to reflect the correct weather for the day.

The childminder helps children to develop the habits and behaviour appropriate to good learners, their own needs and the needs of others. For example, young children demonstrate a high level of independence as they use the toilet by themselves and remember to wash their hands. They are engaged in several activities that involve cooperation and share equipment automatically when engaged in group play, such as making play dough shapes. The childminder promotes manners and politeness as she praises them for sharing, being kind to each other, thinking about the feelings of others and saying 'please' and 'thank you'.

Information from observations and assessments is used successfully to ensure that children achieve as much as they can in relation to their starting points and capabilities, which are clearly defined for all children. The childminder's observations give her a clear picture of how children are progressing. She uses pictures and notes to describe their activities and is knowledgeable about her objectives and how she will promote and manage the next steps in their development.

The childminder helps children to learn about the beliefs and customs of others through resources and activities that teach them to value and respect other cultures, such as looking at festivals and food from around the world. She uses a range of resources, such as multicultural dressing up and books to support this. However, she does not provide resources or activities reflecting positive images of disability as she has not given this area of her provision sufficient attention.

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?	3
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?	3
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

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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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