

Inspection report for early years provision

Unique reference number	EY347632
Inspection date	16/03/2012
Inspector	Elisia Jane Lee
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 registered in 2007. She lives with her husband and three children aged 21, 19 and 14 years in Fartown, Huddersfield. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed back garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of ten children at any one time and is currently minding two children in the early years age group. The provision includes before and after school care. The childminder walks to local schools to take and collect children. Transport can also be arranged.

The childminder attends the local toddler group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. Children make good progress in their learning and development and enjoy a wide range of enjoyable activities and interesting age appropriate resources. Comprehensive observations and assessment systems are in place to meet children's individual care and developmental needs.

However, medium term and short term planning is not identified. The possible impact of this is that children may not be supported by planning which responds to their short term need and current interests.

Children are valued as unique individuals and a high regard to inclusive practice is shown throughout different aspects of the setting.

Children's progress is effectively shared through good partnerships with parents and carers and strong partnership links with other professionals. The childminder is beginning to develop self evaluation and review procedures to ensure their service is continually improving.

What steps need to be taken to improve provision further?

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

- ensure that full risk assessments are carried out for each type of outing. 30/03/2012

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

- ensure that short term planning is undertaken in order to understand and consider children's current interests. (EYFS cards - 3.1 - Enabling

environments - Observation, assessment and planning.)

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge and understanding of child protection and appropriate procedures which contribute towards safeguarding children's welfare. All adults over the age of 16 living on the premises have completed the required vetting procedures. Knowledge on arrangements for safeguarding children is sound.

Policies and procedures have been developed and are reviewed on a regular basis to ensure they are up to date and continue to meet requirements.

Currently risk assessments are not undertaken for trips and outings. This is a breach in requirements.

The childminder gives careful attention to fire evacuation procedures and actively promotes safety messages such as crossing the road safely.

The childminder has clear and well organised procedures for the safe collection of children.

In addition, children receive knowledgeable support and supervision from the childminder. As a result, most aspects of the environment are safe.

The organisation and management of the setting is sufficient with a focus on creating a homely atmosphere and improving outcomes for children. For example, the childminder ensures that the exit doors are kept locked and safety equipment is used such as safety gates and walking reings, this ensures that care and development needs are supported well.

The child minder has begun to reflect on her practice and has undertaken training to develop systems for self review. For example, the childminder identifies further training that she would like to access and which resources need to be purchased in order to ensure that children remain motivated and interested in learning opportunities.

The childminder has created a warm and friendly environment. The available space and resources are used creatively to support children's learning and development.

An equality and diversity policy outlines a commitment to promoting inclusive practice. For example, children have recently celebrated Chinese New Year and visited a Sikh temple.

Positive relationships have been forged with parents, which allow open communication and verbal exchanges on a daily basis. For example, the childminder undertakes parent questionnaires and uses daily diaries to record care needs and activities that children have been involved in throughout the day. As a result, children's individual care needs are well met.

The childminder has yearly long term planning systems in place which give children opportunities to experience seasons, festivals, celebrations and trips out. For example, a current focus is mini beasts. The childminder is going to take children to a local park that has a designated insect area.

The childminder has a balanced knowledge and understanding of individual children, and as a result their needs are well met.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Their interests are developing well and they are learning how to be independent individuals with a desire to actively learn and achieve. For example, children build models with construction sets or play with musical instruments. This promotes children's language and supports questioning and active learning.

Children are greeted warmly at the door and settle well exhibiting a sense of security. Children's personal, social and emotional development is fostered well due to the positive praise they receive which promotes their self-esteem and confidence. Children's behaviour is good as they listen carefully to the childminder, actively participate in play, independently choose resources and interact with other adults and peers.

A selection of resources to support children's communication, language and literacy skills are provided. For example, children look at books, undertake mark making activities or listen to singing on a music compact disc.

The childminder supports language development by introducing new vocabulary using dual languages. This supports children's understanding and knowledge. Younger children imitate the sounds around them and are beginning to develop their verbal communication skills.

Children's creativity is supported through a range of role play equipment. For example, children play

in a playhouse in the outdoor area, playing cafes, making choices from the resources available and serving food through a small hatch to one another.

In the outdoors children play in a sand pit exploring imaginative play with their peers.

Children access sensory activities such as musical instruments and malleable activities such as using play dough. This creates sensory experiences which support new vocabulary and language experimentation.

Children's numeracy and problem solving is supported through a range of activities. For example, children complete jigsaws, sing number songs and use a tea set during role play. This supports children to explore mathematical language.

Children access the outdoors on a daily basis, accessing the garden, visiting attractions within the local area and accessing an allotment area where fresh herbs and vegetables are grown.

Children are valued and engage in a range of activities and experiences, which help them to learn about their own and others customs and gain an understanding of equality and diversity. For example, different festivals from different cultures are celebrated and positive images are displayed in the environment.

Children learn how to stay safe through themed activities, discussions and taking part in evacuations of the building. For example, the childminder talks with children about the importance of keeping safe when crossing the road.

The provision of healthy snacks is well organised and children eat fresh fruit and vegetables daily. Consequently children show an understanding of healthy eating

and exercising as part of a healthy lifestyle. Children have good opportunities to use programmable toys and equipment, such as a laptop computer, torches, 3D projector screen and a voice recorder. Consequently, they are effectively developing their skills for the future.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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