

Inspection report for early years provision

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Inspection date	09/03/2012
Inspector	Paula Fretwell
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 has been registered since 2007. She lives with her family in Cleckheaton, on the outskirts of Bradford and Huddersfield. The whole of the ground floor is used for childminding purposes and there is a first floor bathroom and two bedrooms available. There is an enclosed rear garden suitable for outdoor play. Nearby there are local amenities including shops and parks, and the motorway network.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for five children under the age of eight years, three of whom may be in the early years age group, there are two children on roll in this age 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 are well cared for in a safe and welcoming environment in which their individual needs are positively met and they make good progress in their learning and development. Documentation supports the practice well and this is filed confidentially. Effective partnerships with parents enable the childminder to promote the individual well-being of each child and she understands the benefits of establishing links with others to enhance opportunities for children's learning and development. The childminder is beginning to consider systems for evaluating and monitoring the quality of the provision help to identify strengths and areas to improve.

What steps need to be taken to improve provision further?

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

- improve ways to monitor and evaluate the quality of the provision in order to accurately identify aspects of the provision to develop
- extend ways to encourage parents to share in their children's records of achievement, obtaining information from them about their child's progress

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her role in safeguarding children and she knows the signs of possible abuse and neglect, undertaking regular training to support her knowledge. The safeguarding policy and procedure is prominently filed and has all relevant contact details readily accessible should the childminder need to report a concern or allegation. Children are safe and secure through effective

practice. Doors are kept secure and children cannot be collected by anyone unauthorised. Parents give their signed consent for all relevant aspects of their children's care. The childminder is flexible in her care for the children, supporting parents in their role. Documentation, including comprehensive policies and procedures is organised well to assist the childminder in her work. The childminder ensures children do not come into contact with any hazards and she makes visual checks as well as written risk assessments for their safety. The childminder clearly enjoys her work with the children and this reflected in her caring interaction with them.

Children freely access the space they need to play and the childminder's home is very welcoming and inviting. Resources are used very well to promote children's independence and learning across all areas and they can choose what they need to support their play. The childminder helps children to understand equality and diversity through activities and discussion, encouraging them to consider the needs and feelings of others and to behave with respect for each other and their environment. She ensures children are fairly included and can join in at their own pace. Individual profiles contain observations and lovely photographs as examples of children's time with the childminder, along with next steps in their learning. The childminder uses the local authority 'look, listen and note' guidance to support her in this process. Parents are aware of their children's profiles although they do not contribute to these with their own information about their child. Discussion with parents takes place daily to enable the childminder to meet the individual needs of the children and there are planned meetings to review children's progress at regular intervals. Parents' comments in their child's meeting book show they are happy with the quality of care for their children. The childminder understands the need to develop links with others to enhance opportunities for children when this is relevant to children in her care. The childminder is aware of the importance of evaluating her practice, although systems are not yet securely in place to help her identify strengths and areas to improve.

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

Children are very happy and settled in the childminder's care. Lovely interaction and caring relationships give children reassurance and enable them to be confident and assertive. The childminder knows children's individual abilities and this helps her to provide activities that promote and challenge their development across all six areas of learning. Children lead their own play and the childminder facilitates this, encouraging them to make decisions. Children thoroughly enjoy completing simple jigsaw puzzles and the childminder helps them to put the pieces together by giving subtle clues to help them to think. They talk about the animal pictures the puzzles make and discuss the different animal sounds. Children enjoy engaging in simple pretend play, dressing and feeding their babies. The childminder encourages them to use size language and to problem solve in play situations, such as deciding which clothes will fit the dollies and which might be too big or too small.

The childminder has a very patient style of communication, naturally encouraging

children's language and thinking through plenty of conversation and giving them time to repeat new words. The childminder has a good understanding of the needs of children who have languages other than English. Children's music plays in the background and children inform the childminder if they think it is too loud. Children enjoy books and the childminder encourages their love of reading through ensuring different ones are available, using the local library for additional resources where necessary. Children enjoy a range of opportunities outside the home, such as visiting local groups or going for walks in the local area to feed the ducks or play in the park.

Children's good health is supported through effective policies, practices and personal hygiene routines. They are encouraged to be aware of what they need, such as a drink, through appropriate reminders and discussion and they assertively tell the childminder if they need a nappy change. Children know where to find what the childminder will need, such as the changing mat and they choose which nappy they would like. Children enjoy a suitable range of healthy meals and snacks and the childminder works closely with parents to ensure all dietary needs are met. Children have constant access to drinks throughout the day which ensures they are not thirsty. They inform the childminder about how they like their drink and when they let her know it is 'too cold' she promptly warms it up.

Positive strategies are used to manage children's behaviour and the childminder has a very calm and sensitive approach. She gives plenty of praise and encouragement to help children to feel good about themselves, emphasising positive words like 'brilliant'. Simple house rules are positively phrased and start with 'please' to outline expected behaviour.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of partnerships	3
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	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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