

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Helen Blackburn
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and two children aged 11 years and six years in the Shelley area of Huddersfield. There are schools, shops, parks and public transport links in the local area. The whole of the ground floor of the property is used for childminding. The children have access to a fully enclosed garden for outdoor play. The childminder has a hamster and goldfish as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder offers care to children aged over five years. She is registered on the Early Years Register and on both compulsory and voluntary parts of the Childcare Register. At present, she is currently caring for children before and after school and there are 14 children on roll, of these, three are within the early years age range.

The childminder is able to take and collect children from local schools, nursery and pre-schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder maintains a good range of documentation, policies and procedures, which in the main promote the safe management of the setting. There are good relationships with parents and other settings children attend, which overall, supports children learning and progression. The children are happy and the childminder supports them in being well-behaved, independent learners who have a positive regard and respect towards others. The childminder provides a learning environment for children that is safe, clean and which provides a good range of stimulating activities and experiences. She makes good use of self-evaluation to support her in bringing about improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for all types of outings or trips.
- improve information sharing with other settings children attend to promote continuity and coherence in their individual learning.

The effectiveness of leadership and management of the early years provision

The arrangements for promoting and safeguarding children's welfare are good. The childminder fully understands her responsibilities in protecting children from harm. For example, she knows of the possible signs of abuse and neglect and she is fully aware of the procedures for reporting and monitoring concerns. All adults living on the premises complete appropriate checks and the childminder supervises any visitors to the home. This keeps children safe and protected from harm. The learning environment for children is safe and clean. The childminder effectively maintains this because she adopts good cleaning routines and because she completes regular risk assessments. These risk assessments ensure the childminder puts in place good precautions to minimise accidents. However, although she risk assesses all outings children take part in, she does not include all these in her risk assessment record. The childminder maintains a good range of documentation, policies and procedures, which effectively promotes the safe management of the setting. For example, through her written policies she outlines how she manages children's behaviour, promotes equality and deals with complaints and serious allegations. Although, the allegations procedure she shares with parents, does not include all the agencies she would actually inform. The deployment of resources is good. The childminder supports children in making independent choices in their play. For example, she organises a good range of resources at child-height. In addition, she makes effective use of resources in the local community to extend children's experiences. For example, children enjoy outings to the local park, farm, garden centre and museums.

The childminder's commitment to developing her practice and service is good. She makes effective use of self-evaluation, training and reflective practice so that she identifies areas for improvement. For example, her plans for developing the outdoor area. The childminder has successfully met the recommendations from her last inspection. For example, by extending resources and activities that positively promote diversity and difference, children are learning well about the world in which they live. The childminder welcomes any feedback from parents, children and other professionals. This means self-evaluation is inclusive and reflects the service users. For example, following feedback from parents, the childminder increased the range of vegetables provided at each meal.

Relationships with parents are good. They effectively share relevant information, which ensures the childminder meets children's individual needs. Through numerous written policies and procedures, parents receive good quality information about the service. In addition, by sharing photographs of children's experiences and discussing their achievements, parents are involved in their child's learning. Overall, the childminder has good relationships with other settings children attend. For example, she attends school assemblies and she incorporates school activities into her own planning, such as the re-use, reduce and recycle project. However, the information she finds out from school is generally about the children as a group, rather than individual children's learning. The childminder fully understands the importance of working with external agencies so that children receive any additional support they may need.

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

The childminder effectively promotes children health and she has good arrangements in place in regard to managing illness, infection and hygiene. The children have a good understanding of why they need to adopt effective personal hygiene practices. This is because they routinely wash their hands at appropriate times and they recognise that when they cough and sneeze they spread germs. The childminder provides a varied range of nutritious meals and snacks, which include home cooked meals, such as spaghetti bolognese and salad. This supports children's healthy growth and development and helps them to learn about the benefits of good food choices. The children have good opportunities to be active and to exercise. This effectively supports their physical development and encourages them to lead a healthy lifestyle. For example, children enjoy playing in the garden and using apparatus at the local park. The children also access a wide range of resources and activities to support them in developing good coordination and dexterity skills. For example, they skillfully use rollers and cutters when playing with the dough.

The childminder has good relationships with the children. These positive relationships, alongside meeting children's needs, consistent routines, result in children feeling safe and secure in her care. The children have a good understanding of ways in which they can keep themselves safe. For example, they learn about safe evacuation through designing their own notices and posters about the safest way to evacuate the premises. The children's behaviour is good. They know what the childminder expects of them because she sets clear and realistic expectations. For example, children know that sharing and taking turns is kind. This helps them to have harmonious and cooperative relationships with their peers. The childminder effectively uses praise to celebrate children's achievements and to promote children's confidence and high self-esteem. The children respond well to this, for example, they proudly talk about how clever they are. The children are actively involved in making choices and decisions that affect the setting. For example, they suggest ideas for the menu and the childminder uses a 'wishing tree' for children to express what activities they would like. This provides a sense of belonging within the home. The children engage in a wide range of activities that help them to learn about diversity and difference. For example, they look at books, use utensils in the home corner from around the world and they celebrate a number of different religious festivals. This contributes to children having a positive attitude towards all people in society.

Overall, the childminder's observation, planning and assessment arrangements contribute to children to making good progress in their learning. She is actively involved in children's play and she ensures she plans and provides a good range of activities and experiences across all areas of learning. As a result, children enjoy their time at the setting and they approach their play with enthusiasm. For example, through watching their frogspawn grow into tadpoles before releasing them into the school pond, they have good opportunities to learn about nature. Children are creative and imaginative learners, for instance, they enjoy playing at

shops, dance and singing. The children have good opportunities to become independent, for example, they enjoy helping to serve the tea and set the table. In addition, through number games, using the computer, construction and looking at books, children develop a good understanding of numeracy, literacy and information, communication and technology.

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	2
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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