

Inspection report for early years provision

Unique reference number	EY401383
Inspection date	24/02/2010
Inspector	Cathleen Howarth
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 2009. She lives with her partner and children aged five and eight years in Moldgreen, Huddersfield. The whole ground floor of the childminders home is used for childminding, in addition to the bathroom on the first floor. There is provision for outside play in the back garden and the local park. There is limited road side parking outside the house. Parents use the front door and there are two steps into the house.

The family has a dog and cats which live in the house. The two hamsters are not accessible to children and live in one of the bedrooms. They also have two guinea pigs, a rabbit and a tortoise that live outside.

The childminder walks to school to take and collect children. She attends the local toddler group and playgroup. The childminder usually provides care throughout the year on weekdays from 7am to 6.30pm. Transport is provided.

The childminder is registered to provide care for a maximum of five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. Currently there are two children on roll on the Early Years Register and there are no children on roll on the compulsory part of the Childcare Register. There is one child on roll on the voluntary part of the Childcare Register.

The childminder is appropriately qualified. She is a member of the National Childminding Association and attends a childminding support group at the local Sure Start centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has developed sound knowledge and understanding of the Early Years Foundation Stage. She has sufficient knowledge of each child's needs to enable her to appropriately promote their welfare and learning. A recommendation has been raised in relation to activity plans, to build on emerging systems in relation to children's learning and development. Systems for self-evaluation are not yet fully developed, although the childminder demonstrates she has sufficient capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the emerging system to show parents how children are progressing towards the early learning goals by linking observations, starting points and assessments to children's individual activity plans

- develop existing systems for self-evaluation to clearly prioritise aspects of the provision to be developed.

The effectiveness of leadership and management of the early years provision

The childminder has appropriate awareness of safeguarding issues. She clearly understands her role in child protection, including the procedures to follow should a concern arise.

The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory. The childminder is appropriately qualified and attends training events to keep up-to-date with childcare practice. The effective deployment of resources, in addition to the physical lay out of the setting, meets the needs of children well and clearly enhances their experience at the setting.

The childminder places the promotion of equal opportunities at the heart of all her work and she is effective at narrowing the achievement gap. She is a positive role model for children and has sound knowledge of each child's backgrounds and needs. The children are learning about human differences in the wider community through well thought through activities that positively promote gender, disability, ethnicity and culture. Some examples include food tasting, art and crafts, music and movement.

There are limited systems for self-evaluation, as a result, aspects of the provision that the childminder intends to develop are not clearly prioritised. However, an issue raised at the registration visit has been fully addressed. For example, a first aid kit has been obtained and the contents are checked regularly.

There are meaningful levels of engagement at the setting and working in partnership with parents is satisfactory. Parents are routinely involved in decision making on key matters affecting their children through well-established procedures, such as, the daily diary, which parents are encouraged to maintain with the childminder. This effectively promotes children's continuing care and development.

The effectiveness of working in partnership with others is satisfactory. There are systems in place to promote a seamless approach to delivering the framework, in addition to systems to appropriately provide for children with special educational needs and/or disabilities.

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

At the time of inspection children in the early age range were enjoying their first day at the setting. In relation to their learning and development, the childminder demonstrated the following emerging systems. Observations of children at play determine their natural interests, capabilities and preferred learning styles. This

helps to establish children's starting points, so that the childminder can track their progress, using the Practice Guidance for the Early Years Foundation Stage. The childminder knows to evaluate activities with children, taking into account their age and stage of development in the six areas of learning. She has started to collate pictorial evidence of what children have achieved for their development files, although she was a little unclear how to use the information obtained to inform children's individual activity plans. Overall, the childminder has sound knowledge and understanding of the Early Years Foundation Stage to appropriately promote children's learning and development. All children are encouraged to have a go and considering this is their first day they are confident and settled.

The children show a sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe, such as road safety. They routinely practise the emergency evacuation plan in order to learn how to act responsibly in times of uncertainty. Children's understanding of the importance of following good personal hygiene routines is appropriate. Healthy eating is positively promoted and children make healthy choices, such as choosing fresh fruit for snack. There are sufficient opportunities for children to engage in a range of physical activities, both indoors and outdoors and this includes walking. All children are valued and treated with equal concern. They work well on their own and with others. They engage in meaningful activities that help them value diversity. For example, children learn about different cultures, languages and religions through the use of books, jigsaws, musical instruments and a host of other resources and activities, like role play and dressing up, to effectively reinforce their learning.

The children's development in communication, numeracy, literacy and their use of information communication technology is satisfactory. They have a natural desire to explore and examine their environment and resources. They are inquisitive learners. Children have great fun painting paper plates to make the Olympic symbol. They are engrossed in their play with dinosaurs and cars, using their imagination fully, inventing scenes and scenarios. The very young enjoy sitting on the giant digger and operating its controls. This clearly develops hand eye coordination and spatial awareness. These effective measures provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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