

Inspection report for early years provision

Unique reference number	EY389542
Inspection date	30/07/2009
Inspector	Rachel Ayo

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.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and one-year-old child in Silsden, near Keighley in West Yorkshire, close to shops, parks, schools, nurseries, pre-schools, a library and transport links. The whole of the ground floor of the childminder's home is used for childminding purposes, along with a first floor bathroom and two bedrooms. Children have access to a fully enclosed rear garden for outdoor play. The childminder attends a variety of groups during the week.

The childminder is registered to care for a maximum of five children under eight years, of whom two may be in the early years age group. She is currently minding two children on the Early Years Register who attend a variety of sessions. The childminder is registered to provide overnight care for two children under eight years, and of these, two may be in the early years age group. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register, although there are no children on roll currently within these age groups. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Although most aspects of welfare are promoted successfully with safety, in particular, given excellent consideration, some aspects of record keeping are not fully in place. Children make good progress in their learning and development with generally effective use of time, space and resources and effective individualised observational assessments. Positive partnerships with parents mean that children's individual needs are fully considered and well met in order to promote inclusion for all children, including those with English as an additional language. There are good systems for self-evaluation in order to ensure the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the range of resources for children over three years to ensure that they are effectively supported in making choices.

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

- ensure that any first aid treatment is always included in accident records (Safeguarding and promoting children's welfare).

13/08/2009

The leadership and management of the early years provision

The childminder has attended a variety of additional short courses to support her practice and enhance outcomes for children; for example, Forest Schools' methods for outdoor play, creative play and child protection. Good systems for self-evaluation include the detailed Ofsted form and parents' views and comments are actively encouraged through questionnaires. Children express their views with support from their parents. For example, a form shows pictures representing a wide variety of activities and parents are asked to grade these from one to 10 in line with their child's preferences or interests. The childminder is a member of a childminding forum and attends conferences, helping her to keep up to date with childcare practices. Overall, good strides have been made since registration and plans for the future are well targeted. For example, the childminder is in the final stages of becoming quality assured and she has enrolled on further courses to enable her to gain a childcare qualification at level 3.

Comprehensive risk assessments and a daily safety checklist mean that children are effectively helped to stay safe. Fire safety is enhanced by weekly alarm tests, monthly fire practises which are recorded and evaluated, information about fire safety specifically for childminders, home fire risk assessments and posters. Safety procedures are supported well through a good range of equipment and good practice, for example, by pulling the safety net across the top of the stairs to ensure the safety of crawling babies. The childminder is vigilant with visitors ensuring that they sign in, including parents settling their children, and a good knowledge of child protection further safeguards children. Most documentation is maintained well in order to promote the efficient and safe management of the setting and meet children's needs. However, accident records do not always include first aid treatment which is a breach in legal requirements.

Parents are well informed about the setting via a detailed welcome pack and all required information is obtained to meet the needs of each child. More recently, an innovative 'early years passport' booklet has been devised and includes wide ranging details; for example, important things and people, favourite toys, play things and places, special friends, home routines and fears and anxieties. Ongoing information is shared effectively through displays, daily diaries, newsletters and a website. Further plans for this include parents having a unique access username and password so that they can readily view observations, assessments and photographs of their child. The childminder fully liaises with parents to complement their child's learning and ensure a consistent approach.

The quality and standards of the early years provision

Children are very confident, happy and well settled even though they have only been attending for a very short period of time. This is a result of good settling-in visits, secure relationships with the childminder and a welcoming environment, created, for example, with bright posters, photographs and a weather chart. A good variety of activities are planned across the six areas of learning and individual profiles reflect clear starting points and next steps with annotated photographs and

artwork. This results in children's progress being monitored well. The childminder supports children's learning well. She sits alongside them on the floor showing good levels of interest and extends their learning with questions, for example, 'What other animals live on the farm?' Babies clearly enjoy action songs as the childminder sings, 'Row, row, row your boat'.

Babies enthusiastically crawl around showing independence as they choose their preferred toy from a good variety set out. They explore the contents of the treasure basket and delight when lights flash as they place a ball inside a sensory toy and as sounds are made when they hit a metal plate with the spoon. Children show good levels of interest in the construction bricks, animals and matching game, and photographs show them taking part in exciting planned activities. However, they are not fully enabled to make independent choices because the range of toys available to them is limited.

Children are developing an excellent awareness of keeping themselves safe. For example, there is a broad range of safety posters and rail track safety information has been used as part of themed activities and story telling. Topics around road safety and 'stranger danger' have been planned and have included the use of puppets and books. Children are provided with safety advice before outings to remind them of safe practice outdoors. When asked about how they stay safe, they talk about holding hands when near the road and looking both ways before crossing. This leads to a conversation about not touching things which are hot and children delight in asking the inspector to name other things that are hot.

The childminder supports children's understanding of simple mathematical concepts through everyday activities. For example, they count and sort nature items collected on outings and the childminder encourages children to count the fruit at snack time and she talks about large and small bricks. Children operate simple equipment, for example, a camera, voice recorder, compact disc player and toy laptop computer, to learn about technology. Exciting visits, posters and topics, for example, people who help us and mini-beasts, help children to learn about nature and diversity. Positive reinforcements, such as the 'wow' moments which are recorded in daily diaries and frequent praise and encouragement effectively foster children's self-esteem.

Children learn about a healthy lifestyle to an excellent standard. They have superb access outdoors, peel their own fruit and vegetables and help shop for healthy food. They complete the five-a-day chart and take and print photographs of things they have made. Children grow their own vegetables, such as radishes, French green beans and tomatoes, along with picking blackberries to make a pie. Their learning is further enhanced through posters and books and the childminder has attained the gold healthy teeth award for her superb practice. Children are encouraged to brush their teeth at the setting as part of this.

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?	2
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?	2
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?	1
How well are children helped to be healthy?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met