

Inspection report for early years provision

Unique reference number	EY432718
Inspection date	18/04/2012
Inspector	Paula Fretwell

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 has been registered since 2011. She works at her parents' address in Liversedge. There is a designated room for childminding and this has adjacent kitchen and toilet facilities. There is a securely enclosed garden available for outdoor play.

The childminder works with two assistants on a regular basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children under eight years, of whom two may be in the early years age group. When working with an assistant they can care for ten children under eight years, of whom, four may be in the early years age group. There are nine children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming and inclusive environment in which they are valued and respected. They enjoy a wide range of planned and spontaneous learning experiences. These support their learning very effectively, both indoors and outdoors, enabling the children to make very good progress towards the early learning goals in all areas of learning. Close and caring relationships are established and maintained between adults and children, giving them self-assurance in their play and learning. Monitoring and evaluation of the quality of the provision is in its early stages, with the childminder beginning to seek the views of service users.

What steps need to be taken to improve provision further?

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

- improve systems for evaluating and monitoring the quality of the provision in order to develop practice
- involve parents in the sharing of their children's profiles, using information from home to establish the starting points and next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures ensure that children are protected from harm. The childminder works with two assistants to enhance the supervision of the children and there is effective teamwork in place to meet their needs. The childminder and her assistants understand fully what to do in the event of a safeguarding concern or allegation and all necessary contact numbers are readily

accessible. Detailed risk assessments ensure premises are free from hazards. The records, policies and procedures are confidentially organised and are effective in supporting the childminder's service.

Excellent resources are fully utilised to ensure that children make maximum progress towards the early learning goals. Areas of play are imaginatively presented to inspire and motivate children. The environment is rich in images that reflect diversity, giving children many opportunities to learn about similarities and differences. All children are included in what is taking place. For example, babies join in activities and at meal times they are seated at the same height as the older children. The childminder is enthusiastic about her role in helping children achieve positive outcomes. She is committed to the continuous improvement of the newly established setting and has begun to evaluate the quality of the provision. Questionnaires to parents result in positive initial feedback, which the childminder evaluates. Parents say the childminder listens properly to what they say about their child and that they feel comfortable speaking with her. Parents regard the childminder as friendly and approachable and say they appreciate the text message updates about their children. Parents share information about their child, both verbally and in a daily diary. This enables the childminder to have an insight into children's personal routines, likes and dislikes. Initial settling-in information is obtained from parents, although, this does not establish what children can do as starting points for their learning and development.

The childminder understands the need to work closely with other early years settings, which children may attend, in order to maximise opportunities for them to learn, when this applies to children in her care.

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

Children show a strong sense of security and feel very safe within the setting. They make very good progress because they are happy and confident in the superbly resourced learning environment. The childminder is highly focused on meeting children's individual needs and she knows each child very well. High quality interaction between adults and children encourage them to develop good language and communication skills. Play is a balance of adult-led and child-initiated events. Children engage in self-chosen challenges, giving them time to learn from each other and at their own pace. The childminder offers meaningful learning opportunities that are prompted by children's individual interests. Children's individual profiles show their progress against each area of learning and are used to plan for their next steps. Parents are welcome to see these, although, do not yet add to them with information about their child.

Children thoroughly enjoy exploring the sensory den, which doubles as a sleeping den when required. They examine objects with different textures, sounds and lights and the childminder encourages them to use new vocabulary, such as 'flashing', 'sparkly' and 'shiny'. Children notice different colours and compare light and dark. Children enthusiastically join in with singing favourite songs, using props to help them and they enjoy using a range of musical instruments. Babies explore

treasure baskets and enjoy the feel of different textured objects, both natural and man-made. Children spontaneously engage in imaginary play and use objects to support their learning. For example, a cardboard tube becomes a telescope for children to look at the stars. Children enjoy using simple programmes on the computer and they operate the mouse and keyboard. They talk on their mobile phones to their parents, having elaborate imaginary conversations.

Effective procedures support children's health and well-being. For example, children consistently follow good hygiene routines and know how to keep themselves healthy. Outdoor shoes are removed in the setting and this helps maintain a clean environment. Fresh air and exercise is an integral part of the children's routine and they enjoy spending time outdoors, whatever the weather. For example, they put on suitable clothing and enjoy time outside, noticing the effects of the rain. Healthy eating is fully promoted and the childminder has a clear understanding of each child's individual dietary requirements, working closely with parents at all times. Meal times are social occasions and the childminder engages in plenty of conversation. Children help themselves to drinks at anytime, which ensures that they are not thirsty. They learn about healthy foods through discussion and activities. For example, they visit the local greengrocers and buy a range of fruits and vegetables to try. Children are helped to understand their own needs for rest and sleep and the childminder promptly interprets their cues accurately. Babies sleep in their own prams as they need to and older children snuggle in to the sleeping den in their individual sleeping bags. Gentle reassurance and cuddles are given to babies as they wake from their sleep and the childminder gives them time to feel secure before they join in with play.

Children behave very well in response to realistic expectations and sensitive support. The childminder and her assistants work consistently together, giving meaningful praise to each child for positive behaviour. Children enjoy putting stickers on their reward charts and they proudly show these off. Children are encouraged to play safely and be aware of others around them. For example, they are reminded to take care when playing near the babies. Plenty of individual attention is given to children, which helps them to feel valued and special.

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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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