

## Inspection report for early years provision

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<b>Unique reference number</b>	321862
<b>Inspection date</b>	25/09/2008
<b>Inspector</b>	Maralyn Chiverton
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 2001. She is registered to care for a maximum of six children under the age of eight years. She currently cares for four children on the Early Years Register on a part-time basis. The provision is also registered on the Compulsory and Voluntary parts of the Childcare Register. The childminder is not currently caring for children over the age of five years.

The childminder lives on the outskirts of Pontefract. All ground floor rooms are used for childminding purposes. There is an enclosed rear garden which is used for outdoor play. The house is within walking distance of local amenities, such as schools, the library, shops and parks.

The childminder takes children to and from school as well as to places of interest.

The childminder is a member of the National Childminding Association and a local childminder support group.

## **Overall effectiveness of the early years provision**

The childminder provides a warm, caring and welcoming environment for children and their families. Her sound knowledge and recognition of the uniqueness of the children in her care ensures that children's individual needs are met and their welfare promoted. Children are kept safe and secure and enjoy learning through a range of planned activities which are challenging and allow children to make progress in their learning and development. The childminder fosters close working relationships with parents and other providers which are used to promote good quality care and education. She is beginning to reflect upon her practice, but formal self-evaluation systems to identify key strengths and areas for improvement are not yet firmly established.

## **What steps need to be taken to improve provision further?**

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

- develop the use of observation and assessment to further promote children's learning across all areas
- introduce a self-evaluation system to monitor the provision and identify key strengths and areas for improvement.

## **The leadership and management of the early years provision**

Children are provided with an inclusive and welcoming environment. All documentation, including a wide range of detailed and well written policies and procedures promote children's health, safety and welfare and ensure children's individual needs are well met. The childminder ensures children's safety through

completing a risk assessment checklist which covers all areas of her provision. Children take part in emergency evacuations and learn how to cross the road safely. The childminder has attended child protection training and has a secure understanding of her role and responsibilities in keeping children safeguarded. She provides a child-friendly environment where space, resources and equipment are effectively deployed to promote learning and accessibility for all children. The childminder offers good care for children but as yet has no formal systems in place to self-evaluate her provision. She is committed to continuous improvement and has implemented recommendations made at the last inspection to improve children's learning. Younger children are now offered a wider range of natural materials to make connections and further promote their imaginative and creative skills.

Parents receive good information about the childminder's provision and their child's care, learning and development. They are provided with copies of all policies and procedures and have access to all written records. Children's individual books are used to monitor children's progress; they include written observations and photographs of children at play. However, these are not linked to areas of learning to further promote children's development and learning. Parents are encouraged to be involved in their child's learning through being invited to participate in planned activities, held at the local library and childminding support group. The childminder works effectively in partnership with parents to gain information about children's starting points at the initial visit. She has strong links with other providers which has a positive impact on children's learning and ensures progression and continuity of learning and care.

## **The quality and standards of the early years provision**

Children are well supported in their learning through the childminder's sound knowledge and understanding of the Foundation Stage. The childminder provides a very good range of interesting resources and planned activities to further develop children's learning. She plans daily routines which include outdoor activities and an equal balance of adult-led and child-led activities to promote children's abilities to be active and creative learners. The childminder interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. She further extends children's thinking through appropriate challenge. For example when looking at the patterns of black and white stripes children are asked what animal can they think of that has similar stripes. Children enjoy drawing pictures and making models of scarecrows. Their awareness of the wider world is promoted through visits to the park and library and attendance at a local toddler group. They explore battery operated toys and enjoy easy access to the garden to develop their physical skills and co-ordination. Children's creativity is promoted as they select from a wide range of resources to create their own pictures and enjoy participating in role-play through the use of small world figures. The involvement of parents and other providers in promoting children's progress has a positive impact on children's learning and development.

Children are provided with a warm and caring environment. They benefit from positive relationships between the childminder and parents and other children which

allows them to feel happy and settled in the childminder's care. Children are well behaved and encouraged to show care and consideration for others. They have a good understanding of the reasons for personal hygiene and the benefits of healthy eating. For example, they know to cover their mouths when sneezing to prevent the spread of germs and that drinking fruit smoothies keeps them healthy. Children's understanding of how to keep themselves safe is well promoted through the following of house rules, appropriate discussion and simple explanation. The childminder encourages children to be independent whilst explaining the need to be careful.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.