

Inspection report for early years provision

Unique reference number	EY252786
Inspection date	24/11/2008
Inspector	Janet Skippins

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 1997. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder at her own home in Greenside, Huddersfield. The lower ground floor of the home is used for childminding. Children use the bathroom on the lower ground floor. There is a fully enclosed garden for outside play. When working alone, the childminder is registered to care for five children under eight years at any one time. When working with her co-minder they are registered to care for 11 children. In total, there are currently 18 children on roll, nine of these are in the early years age group, three are aged between five and eight years, three are eight years old and three are twelve years old. Children attend on a full and part time basis.

Overall effectiveness of the early years provision

Close liaison with parents helps the childminder to promote children's welfare effectively and meet their individual needs. Children are cared for in a homely environment. The majority of the required documents are in place to promote safe and effective management of the children. The childminder is starting to build the Early Years Foundation Stage into her practice by informally planning activities and observing and assessing the children's progress. However, these records do not show the next steps for children's learning. The childminder is in the early stages of assessing her strengths and weakness to evaluate the provision.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment records to show the next steps for children's learning

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

- ensure the registration certificate is displayed (Documentation) (also applies to both parts of the Childcare Register) 08/12/2008
- conduct risk assessments and maintain a record of these (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 08/12/2008

The leadership and management of the early years provision

The majority of the required documentation for the safe and efficient management of children is in place. However, the registration certificate is not on display which means it is not easy for parents to see the conditions of the registration, such as, the numbers of children the childminder is registered to care for. This is a breach of regulations. Also, although the childminder conducts visual risk assessments to ensure the children are safe there is no record of these in place, therefore the childminder does not have a systematic approach to checking for risks to the children. The childminder wishes to find out more about the Early Years Foundation Stage which demonstrates her commitment to further improvement. The action the childminder has taken with regard to the recommendations made at the last inspection demonstrates her capacity to improve. The childminder has improved records of medication by ensuring parents sign to acknowledge when medication has been given. This means that parents have a very clear understanding of the medication their children have been given. She has attended a first aid course, therefore she is able to provide appropriate care for the children in the event of an emergency. Documentation is now stored confidentially which contributes to the efficient management of the setting. Children have more opportunities to develop their independence because they are now able to access creative activities and meals freely. The childminder has begun to assess her strengths and weaknesses, although she does not have a formal system for self-evaluation. She has limited knowledge of the Early Years Foundation Stage, therefore, informally plans activities for the children. She keeps well detailed observation and assessment records but these do not show the next steps for learning.

Children's individual needs are well met, because the childminder works very closely with the parents and other agencies. She seeks information from parents before children start to attend the setting. This includes details about children's starting points, capabilities, interests, health and food allergies. The childminder shares a detailed written diary with the parents which provides them with a useful record of their children's daily activity. She also talks to parents as they collect the children, ensuring that they are fully informed and updated on a daily basis. The childminder demonstrates an appropriate understanding of child protection issues and is able to put procedures into practice. She protects children from infection by making it clear to parents that they should not bring their children if they are ill. Records show emergency evacuations are practised regularly. Three and four year old children proudly demonstrate their understanding about the danger of fire when they explain they should go into the garden if there is a fire.

The quality and standards of the early years provision

Children are welcomed at the setting. They received support and affection which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a suitable range of books, toys and equipment. For example, three and four year old children help themselves to books and sit together to look at them. The childminder informally plans

activities for the children. This results in them taking part in appropriate activities, indoors and outdoors and going on regular outings, therefore, making satisfactory progress, towards the Early Learning Goals. The childminder observes the children's development observation and makes detailed records. However, these do not show the next steps for learning which means that activities are not always planned to promote children's development. The childminder knows the children well and interacts well with them, talking to them and asking questions to promote language development as they play. Two year old children play imaginatively with dolls in pushchairs, using blankets to cover them. School age children enjoy craft activities such as collage and painting.

The childminder values and respects children as individuals, treating them with equal concern and meeting their needs. They take part in activities appropriate to their different needs and abilities, because the childminder is successful in promoting inclusive provision for them all. Anti-discriminatory practice is promoted so that all children feel valued. For example, dolls with different skin colours and books which show children from different backgrounds are used with the children to help them learn to respect different cultures. The childminder's own nine year old child interacts well with the children using his language skills to sing songs to them in different languages.

Mealtimes are social occasions when the children learn about healthy eating. The childminder sits with them discussing their food. The children have a very healthy, nutritious diet which includes plenty of fresh fruit and vegetables. They can help themselves to drinks at any time. The children learn about the importance of physical activity through regular dancing sessions indoors. The children get plenty of fresh air by going on walks and using the garden. They are learning to keep themselves safe, through gentle reminders to tidy their toys so that they don't fall over them. The children are learning to share and socialise well through playing with each other. They behave well and respond to the positive methods the childminder uses to manage their behaviour. They understand the rules which means on very rare occasions, depending on their level of understanding, the childminder asks them to sit quietly for a short period and think about what they have done and how this affects other children. The childminder supports and encourages them to apologise.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written statement of procedures to be followed to safeguard children; also of the procedures to be followed in relation to complaints and their outcome (CR2 and CR7) 08/12/2008
- take action as specified in the early years section of the report (CR15 and CR5) 08/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (CR15 and CR5) 08/12/2008