

## Inspection report for early years provision

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<b>Unique reference number</b>	EY259311
<b>Inspection date</b>	17/12/2008
<b>Inspector</b>	Angela Margaret Ellis
<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 April 2003. She lives with her husband and two children. They live in a semi detached house in the Thornhill area of Dewsbury. A nursery, toddlers, childminder group and schools are facilities within the area. There is level access to the entrance of the premises. The whole of the ground floor is used for childminding. An enclosed outdoor play area is available to play on. The family have a pet rabbit.

The childminder is registered to care for a maximum of five children of these three may be in the early years age group. However, this number is increased when she is working with an assistant. The provider offers care for children in the later years age group providing out of school care. This provision is registered on the early years register, compulsory and voluntary part of the childcare register. There are currently five children on roll who attend for a variety of sessions. The childminder has systems in place to support children with learning difficulties and disabilities, and children who speak English as an additional language.

The childminder has completed an appropriate pre-registration childminding course and is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

All children are welcomed into this safe and stimulating environment that is child focused and organised to meet their individual needs. This helps all children to make sound progress in all aspects of their learning and development. Most aspects of children's welfare are appropriately promoted; however, the requirements in relation to risk assessments are not fully met. Partnership with parents contributes to inclusion and children's needs being met. The childminder has recently embarked on a system of self-evaluation in order to maintain continuous improvement, however, this is in its infancy.

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

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

- update knowledge and understanding of the Local Safeguarding Children Board procedures
- continue to develop the system of self-evaluation in order to identify strengths and weaknesses and maintain continuous improvement and demonstrate how children's views contribute towards this
- ensure that observations are matched to the areas of learning and demonstrate how parents and others delivering the Early Years Foundation Stage are contributing to children's progress to maintain continuity of care.

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

- ensure that a risk assessment is carried out for each type of outing and outdoors (Safeguarding and promoting Children's welfare).

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

The organisation of the setting promotes positive outcomes for children, because the childminder continues to be enthusiastic and motivated in her work with children. She offers continuity of care and has cared for children since they were babies, building up close relationships with the families. Inclusive practice is promoted so that all children have their welfare needs met and achieve as well as they can regardless of background.

Most of the records required for safe and efficient management of the early year's provision are maintained, however, these do not include a risk assessment of the outdoor area and for each type of outing, and therefore does not fully meet with the requirements. The childminder has compiled a comprehensive range of policies and procedures that informs parents appropriately about the service she provides. Confidentiality is maintained and documents are kept secure and they are well organised. This effectively contributes to promoting the care and welfare of children's well-being.

The childminder demonstrates a suitable knowledge and understanding of how to implement the procedures for child protection if necessary, to ensure the well-being of the children is maintained. However, she is not fully aware of the Local Safeguarding Children Board procedures to act in the best interest of the children. She is fully aware of, and implements a procedure to ensure that, the requirement to obtain a criminal records bureau check is obtained for all adults over 16 years of age in the home.

The capacity to make improvements is demonstrated by the childminder suitably implementing the recommendations since the last inspection. This included implementing the Foundation Stage Curriculum. The childminder is appropriately familiarising herself with the welfare and learning and developments requirements of the Early Years Foundation Stage in order to meet the requirements. The childminder has recently made a start on the Ofsted self-evaluation form to demonstrate what she is doing well and identify areas for improvement, however, it is in its infancy and does not take account of the views of children.

A sound partnership with parents contributes to providing continuity of care for their children. Children clearly benefit from this partnership, for example, the children settle well, which enhances their experience and makes it a positive one. Information is attractively displayed at the entrance to the premises for parents that includes access to the policies and procedures. Sharing information verbally with the parents allows the childminder to meet the children's ever-changing needs, and keeps both parties appropriately informed. Parents are kept informed about their child's activities through verbal discussion, artwork and photographs.

This is informative and demonstrates that the childminder values the children, and this has a positive impact on their self-esteem and contributes to the sound partnership with parents. Questionnaires enable parents to express their views about the quality of the service.

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

Children are settled, confident and content in a stimulating and caring environment. Established routines meet the needs of children, for example, for meals, activities and outings. The independence of the children is promoted well because they have free access to a varied range of toys and activities, and make choices with enthusiasm and confidence. The childminder knows the children's likes and dislikes well, therefore provides activities that she knows will interest and challenge them. For example, the children are developing their literacy and communication skills in the alphabet matching game. Children acquire further knowledge, skills and attitudes to enable them to make sound progress towards the early learning goals. For example, while sitting on the childminder's knee having a story children engaged in counting objects related to the story. This demonstrates that the childminder supports children by providing a balance of both child and adult led activities and spontaneous events. A selection of toys and activities are arranged so that they are easily accessible to encourage children to make independent choices and follow their own interests. Pre-school children enjoy playing games, listening to stories and engaging in role play. Some children demonstrated their love of stories by retelling a story to other children in their own words.

Children are supported by the childminder when necessary, demonstrating that she understands when and where not to intervene. She knows the children well and has cared for some of them since they were babies. Good interaction is demonstrated through a warm, caring relationship between the children and the childminder. Children learn about the local community, the natural world around them and an awareness of the seasons through a varied range of outings and outdoor activities that includes local walks, visits to the local Sure Start Centre and play gyms. Children learn an awareness of diversity and other cultures through age-appropriate activities, for example, through activities, books and food from different cultures. Children become aware of similarities and differences and increase their understanding of the wider world, because families attend from other cultural backgrounds, bringing with them a wealth of experience to share with each other.

The childminder observes the children to find out about what children know, can do and enjoy when they start the setting and this forms part of an on going assessment of children's achievements. These observations are used to identify the child's next step of learning; however, they are not matched to the areas of learning within the written records. Informal systems are in place to liaise with parents and other providers delivering the Early Years Foundation Stage for children, such as the local pre-school. However, information is not effectively evidenced within the progress records to demonstrate that parents and others are contributing to the child's progress and continuity of learning and care.

Children's health and well-being are well promoted because steps are taken to prevent the spread of infection. For example, children learn the importance of cleanliness through appropriate daily hygiene routines and learn why they must wash their hands. Children enjoy a varied balance of nutritious meals, snacks and drinks because the childminder provides plenty of fruit and vegetables. At the time of the inspection, the childminder provided fresh grapes for snack and pasta with fresh salad for lunch with a drink. The children sit together at the table which promotes a relaxed social time, and they are encouraged to eat at their own pace and enjoy their food. Children learn how to keep themselves safe and appropriate procedures are in place to keep children safe when they are on outings, and road safety is reinforced during their daily walk to school and back. Children learn the procedures for fire evacuation because they regularly practise them and a record is kept of them. Children behave well in response to the childminder's positive and consistent approach to managing behaviour. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong and they learn to care about and respect each other and others, such as the pet rabbit that they help to feed. The childminder successfully provides a varied range of activities that capture children's interests and, therefore, they behave well.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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

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:

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:

- ensure that information about the registration system for the compulsory part of the Child Care Register is available to parents (CR9.3) (also applies to the voluntary part of the Childcare Register).

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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 in the Childcare Register Section of the report ( CR9.3).

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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 since the last inspection.

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.