

Inspection report for early years provision

Unique reference number	EY372144
Inspection date	02/10/2008
Inspector	Maralyn Chiverton

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 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 2008. She is registered to care for a maximum of five children under the age of eight years. She currently cares for one child 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 lives in Kettlethorpe on the outskirts of Wakefield. All ground floor rooms, as well as an upstairs room, 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 family have two pet dogs.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder's 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 provided with an environment that is welcoming and child friendly. They enjoy learning through a range of well planned activities which challenge their abilities to make good progress in their learning and development. The childminder fosters good working relationships with parents and is beginning to link with other providers to promote better 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 children's understanding of emergency evacuation to ensure they are kept safe at all times
- introduce a system to monitor and evaluate the provision to identify key strengths and areas for improvement.

The leadership and management of the early years provision

All documentation, including a wide range of well written policies and procedures, such as pet policy, health and safety, food and drink and outings policy effectively promote children's health, safety and welfare and ensure children's individual needs are well met. The childminder has a secure understanding of her role and responsibilities in keeping children safeguarded. The implementation of a well written child protection policy clearly promotes parents' understanding of the

procedures to be followed should there be a child protection concern. The childminder is committed to providing a welcoming and inclusive practice to ensure all children can achieve. She ensures children's safety through completing a risk assessment checklist which covers all areas of her provision. However, failure to practise emergency evacuation limits children's awareness of what to do in such an event. The childminder offers good care for children, but as yet has no formal systems in place to self-evaluate her provision to identify key strengths and areas for improvement. She enjoys what she does and is planning to further develop her knowledge and understanding through training.

The childminder works closely with parents to ensure children's individual needs are met. Parents receive good information about the childminder's provision and their child's care, learning and development. They are provided with a list of questions as well as a new starter checklist, policy check and a contingency plan in case the childminder is taken ill. Parents have access to all written records, and upon request, may have copies of all policies and procedures used to underpin the running of the provision. Individual progress records provide parents with information about their child's development and achievements. Parents are encouraged to be involved in their child's learning through shared information about their child's starting points and the introduction of daily diaries to include information about children's activities and routines. The childminder is beginning to form links with other providers to promote the integration of care and education.

The quality and standards of the early years provision

Children are well supported in their learning through the childminder's good 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 and ensure they make good progress across all areas of learning. These include visits to a local museum and castle, furthering children's awareness of the wider world. The childminder plans an equal balance of adult-led and child-led activities on a daily basis to include outdoor as well as indoor play. This helps children to become active and creative learners and thinkers. The childminder interacts effectively with children, promoting their language and communication skills through engaging them in conversation as well as extending their thinking through appropriate challenge. For example, when looking at books children are encouraged to sound out letters and asked which animal likes to eat acorns. Children enjoy baking and helping to prepare meals and they grasp an awareness of technology as they use a computer to promote their understanding of shape, colour and number. They are provided with a child-friendly environment where space, resources and equipment are effectively deployed to promote learning and accessibility for all children. Children's creativity is promoted as they collect leaves and berries to create their own collage pictures. The childminder has introduced effective procedures for assessing and monitoring children's progress. They include written observations linked to areas of learning as well as forward planning to extend children's progress.

Children are happy and settled in the childminder's care and they have developed warm and positive relationships. They are well behaved and show care and

consideration for others. For example, they cuddle other children who are upset. The childminder provides an environment that is safe and secure, where children feel confident to express their own needs. Children learn how to keep themselves safe as the childminder reminds them of safety rules within the home, such as not running and climbing on furniture. They are kept safe on outings through learning about road safety, stranger danger and the childminder's good organisational skills. For example, the childminder carries small identity cards of children with parents contact numbers in case she is involved in an accident. Children understand the importance of good personal hygiene and discuss how 'Sally Soap' tells nasty germs to go away as they wash their hands before eating. Their health is promoted through the provision of nutritional, home cooked meals which include wholegrain cereals, fresh fruit and vegetables, fish and meat. Children are also provided with fresh drinking water and fruit smoothies. They have a very good understanding of how eating lots of fruit and vegetables make you super strong and a very fast runner and receive a smiley-face sticker when they have eaten all their dinner. The childminder has a range of behaviour management styles to promote children's understanding of acceptable and unacceptable behaviour. These include lots of praise, the use of stickers and a reward system for good behaviour, distraction and diversion as well as discussion for inappropriate behaviour.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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 registration.

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.