

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378961
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Janet Skippins
<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 was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged seven years in Grange Moor, Huddersfield. The family has a dog and two cats. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered for a maximum of five children and is currently minding seven children in the Early Years Foundation Stage age range who attend on a full or part time basis. The childminder walks or drives to local schools to take and collect children. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a welcoming environment where they are valued as individuals. The childminder works closely with the local playgroup and with parents to ensure children's needs are met. Most of the required documents are in place to promote the safe and effective management of the children. The childminder has very good systems in place to implement the Early Years Foundation Stage. She uses the self evaluation document to assess her strengths and weakness and evaluate the provision and is aware that she needs to increase some resources.

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

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

- ensure adequate insurance cover is in place for the vehicle in which children are transported
- increase resources to support children's learning about diversity, with particular regard to disability.

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

- Request written parental permission to seek necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

25/03/2009

## The leadership and management of the early years provision

The required documentation for the safe and effective management of children is in place with the exception of parental permission for emergency medical treatment and insurance for business use for the childminder's car. This compromises children's safety. The childminder has begun to assess her strengths and weaknesses through starting a formal system for self-evaluation. Despite not

having the advantage of training on the Early Years Foundation Stage (EYFS) the childminder is practising it very effectively. This means that children make good progress, given their age, ability and starting points. She is keen to attend training on the EYFS as well as other subjects, which demonstrates her commitment to improvement. The home is safe because the childminder uses detailed risk assessments well. Also, children learn about the danger of fire because they practise emergency evacuations with the childminder.

Children's individual needs are met because the childminder gains all the necessary information from parents before children start to attend the setting. Parents say they are very happy with the service the childminder provides. They are provided with relevant verbal information about their child's day regularly as they collect them. They also have access to their child's learning journey which provides clear information about progress. Parents sign to say they have read and understood the well written policies and procedures. The childminder has strong links with the playgroup the minded children attend. Information about what children do at playgroup and at the childminder's home is exchanged. The childminder plans her activities around the playgroup's plan and the children's learning journeys are shared. 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.

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

Children are welcomed at the setting, they receive 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 resources. The childminder uses the EYFS guidance to plan interesting activities for the children. This results in them enjoying their learning, therefore making good progress towards the early learning goals. The childminder make observations and assessments of the children's progress and uses these to plan activities to promote the children's development. The childminder interacts well with the children, talking to them and asking questions to promote language development as they play. They enjoy playing with the garage and cars and experimenting with sounds on the drum kit. The childminder ensures all the children are included in play activities, for example, when they all sit together to look at books or gently roll a ball to each other. Children are treated with equal concern. Their individuality is respected and their needs are met. The children take part in activities appropriate to their different needs and abilities because the childminder is successful in promoting inclusive provision for them all. They are starting to learn about people from different backgrounds by cooking and tasting food from different countries, and using books with the childminder. However, resources to help children learn about diversity, particularly disability, are limited. Children explore their local area on foot, enjoying country walks to see animals.

Children have a very healthy, nutritious diet and they enjoy snacks of fresh fruit. The children learn about healthy eating through topic work and discussing their food with the childminder while eating together. Children are learning to keep

themselves safe, for example, through reminders about not kicking balls inside the home. They learn about the danger of fire through practising emergency evacuations. They learn about the importance of physical activity and fresh air by walking on regular outings. They develop physical skills through regular use of the garden and visits to the play gym and park. The children are learning to socialise well through playing with each other. They behave well in response to the positive methods the childminder uses to manage their behaviour.

## 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?	3
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>	2
<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?	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](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 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.