

Inspection report for early years provision

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Inspection date	13/10/2009
Inspector	Ingrid Szczerban
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and their three children aged 11 years and six in the village of Silsden, in West Yorkshire. The ground floor, comprising living room, dining room, toilet facilities and kitchen, is used by children. The front door is used for access and is reached via a slope and two steps into the doorway. An enclosed rear garden is available for outdoor play. Local amenities include shops, parks, schools, nurseries and a library and the childminder's premises are situated close to transport links. The childminder has two rabbits and two guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight and is currently caring for two children on a part-time basis, of whom one is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall effectiveness of the early years provision is satisfactory. Sufficient attention is given to meeting the care, learning and development needs of children. Children partake in a range of activities and make steady progress in their learning. Inclusive practice is promoted and children are valued and respected as individuals. The childminder is able to assess her provision and can identify areas for improvement. She demonstrates the capacity to continuously improve the service she provides.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments are dated and signed, and include all specific types of outings, such as visiting the toddler group
- develop the methods for involving the parents and children in the evaluation process

The effectiveness of leadership and management of the early years provision

In the main children are suitably safeguarded. All adults in the home are suitably vetted and health and hygiene procedures are adhered to in practice. For example, paper towels are provided for children so they are protected from any cross infections and a laminated poster in the toilet reminds them to wash their hands. The childminder has a satisfactory understanding of child protection issues and the action to take should the need arise. Risk assessments are effectively implemented for the home and for the majority of specific types of outings, with the exception

of visits to the toddler group. The childminder holds all necessary details of children in her care. She holds a current first aid certificate and keeps an accurate, up-to-date register of attendance.

The childminder has completed the Ofsted self-evaluation form. She has identified some areas for improvement, such as seeking further training and finding out about more local groups where she can take the children. Since she was registered she has attended courses including creative play, business and Essential EYFS. She meets with other childminders and has made arrangements to attend the National Childminding Association annual conference next month to share information and ideas. Parents and children are not currently involved in the evaluation process.

Partnerships with parents and carers are positive. There are effective systems in place to exchange information on a daily basis; a daily diary and child development records are shown to parents. The daily diary is given to parents each day and they too contribute entries about what is happening for the children at home. This system benefits childminder and parents with extending their child's learning and development at both settings. Parents receive an information pack which contains the childminder's policies and procedures, and all children's details and written consents from parents are obtained. The children currently cared for do not attend any other settings delivering the Early Years Foundation Stage (EYFS).

Children make satisfactory progress in relation to their starting points. Resources are sufficient and age-appropriate to support children's learning. Children have access to a selection of toys which are set out for them at their height. They can choose what they wish to play with and therefore begin to be independent and make decisions. Children are cared for in a suitable environment which is clean and safe. The childminder obtains relevant information from parents about children's individual needs before they start; she has good knowledge of their families because they are personal friends. As a result, children's needs are met and they settle in well.

The quality and standards of the early years provision and outcomes for children

The children make steady progress in their learning and development. The childminder has a basic understanding of how young children learn and she plans developmentally appropriate activities for them. She has begun to make observations and assessments in development files for the children. These include information about what children are interested in, some aspects of what they are learning and their next steps for progression. The information obtained from parents before children begin helps the childminder to plan appropriate activities for children's individual interests.

The children are happy and settled because the childminder provides a regular routine for them based around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. High levels of individual attention are given to children; they are confident in their surroundings and readily involve

the childminder in their play. Children learn how to keep themselves safe as the childminder reminds them to be careful not to stand on toys in case they trip. Regular fire drills are practised with children so they learn about fire safety. The childminder teaches road safety when out and about with children so they begin to learn how and where to cross roads.

Babies are sociable and learn how to share and take turns with other children because the childminder takes them to toddler groups and visits other childminder's homes. They learn table etiquette as they sit at the table on a booster seat at mealtimes and are supported by the childminder to help feed themselves. Main meals for children are supplied by the parents. The childminder tries to ensure they eat healthy snacks and gives them fresh fruit and vegetables, such as carrot sticks, at snack time. Children sleep according to their individual needs so that they remain healthy.

Children are effective communicators. Babies use simple sounds and gestures and can follow directions from the childminder, such as 'where are the fish?' They love animals and like to help to feed the rabbits and guinea pigs, so the childminder includes this event in their daily routine. Thus children learn about the world around them and care and consideration for others. Their interest in animals is further extended by visits to cows in fields and to see the ducks in the park.

Babies newly-found walking skills are encouraged by the childminder. She makes plenty of free space available for them to practise in the home and the garden. The children love to be active and learn to walk, climb and balance through daily outings to local amenities. They are entranced by listening to music and sway from side to side as they hear the sounds of nursery songs and rhymes. Thus they express their feelings of pleasure and learn about what their bodies can do.

The childminder introduces problem solving and numeracy to babies through fun activities, such as stacking beakers on top of each other in order of size whilst counting how many there are and inviting them to place the smallest one on the top. They listen to her and try to follow instructions before taking great delight in toppling the tower and 'helping' to rebuild another one.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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