

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394323
<b>Inspection date</b>	09/12/2009
<b>Inspector</b>	Helene Anne Terry
<b>Type of setting</b>	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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 three children aged 11, seven years and nine months in Halifax, West Yorkshire. Areas of the home used for the children include the kitchen, dining area, lounge room and toilet on the ground floor. The garden is used for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be in the early years age range. At present, she has five children on roll between the ages of three and 10 years, most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder regularly attends toddlers' groups and is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development are well promoted as they benefit from a range of interesting and challenging, age-appropriate activities. Children's welfare is effectively promoted in a relatively safe, friendly and homely environment, where their individual needs are taken into consideration. The childminder has built sound relationships with parents and carers and is developing systems for liaising with other settings that children attend. Although the childminder has begun to develop systems for self-evaluation, these are not yet robust enough; as a result, a welfare requirement has not been met. However, she demonstrates an ability to continually look for ways to improve the quality of the provision that she offers.

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

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

- provide a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 30/12/2009

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

- ensure that regular fire drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- provide posters pictures and other resouces that show positive attitudes to social diversity, including disability
- further extend information gathered from parents about children's starting

points to ensure sufficient challenge and stimulation for their learning and development is implemented without delay

- ensure continuity and coherence by sharing relevant information with other providers delivering the Early Years Foundation Stage that children attend
- develop systems to match observations of children to the expectations of the early learning goals across all six areas.

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

Children are safeguarded well. The childminder has good knowledge of child protection issues and shares her safeguarding policy and procedures with parents. She is confident about her responsibility to protect children from harm and neglect, having attended some training in safeguarding children. To ensure that risks to children are minimised within the setting, the childminder undertakes good risk assessments of her home and of any outings taken with the children. However, she does not have a clearly defined fire evacuation procedure in place. This is a breach of requirements.

Well-organised documentation is used to support practice and keep parents fully informed. Most of the required records for the safe management of the setting are in place and are maintained well. The childminder uses space and resources well within the setting. Children freely access a good range of activities from clearly-labelled boxes. This enables them to make choices and become independent. The childminder promotes equality and diversity satisfactorily. Children's individual needs are addressed very well. They access some resources that positively represent diversity in society, such as books, dressing-up clothes and dolls, and they celebrate a range of festivals from around the world. This enables children to respect and value one another and begin to understand people's differences and similarities. However, resources that represent positive images of disabilities are limited.

Children benefit from the clear lines of communication between the childminder and their parents. Information is shared regularly through a daily diary, and verbally at arrival and collection times. The childminder gathers information about the children's individual welfare needs before they attend, ensuring she is able to provide the best possible care for them. However, limited information about the children's starting points in relation to the early learning goals is gathered, preventing the childminder from planning for their individual learning needs as soon as they begin attending. Parents have access to their children's records of achievement at any time; this enables parents to continue children's learning at home. Systems for sharing information with other Early Years Foundation Stage settings that children attend have not yet been fully implemented; this inhibits the childminder's ability to robustly promote continuity of care, learning and development.

Self-evaluation is very much in its infancy. The childminder has made some progress in identifying her strengths and basic areas for improvement. She is focused on raising the level of quality of her service but has yet to develop the

system to rigorously monitor and evaluate her practice. However, she does evaluate her planning and observations of the children and seeks support from the local authority's development workers. She has identified some areas of improvement, such as labelling toy boxes, and intends to involve parents and children in her self-evaluation processes through questionnaires and a suggestion box.

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

The childminder interacts well with the children, paying attention to their needs and supporting their play and learning effectively. For example, she talks to the children continually, developing their vocabulary, and makes eye contact with them, helping them to settle in and feel relaxed and safe during their time in the setting. She gets to know each child well and organises the daily routines to meet their individual needs. She sits with the children and gets fully involved in their play, ensuring they are safe and secure throughout. Children show that they feel safe when they cuddle the childminder during play. Daily routines are well established and contribute to children's confidence and security. Weekly plans are used to guide sessions and provide a focus to the learning. The childminder offers a good balance between free play and planned activities, taking into consideration children's stages of development and their interests. Children delight in creative and sensory experiences as they help make 'gloop' from the corn flour. They observe changes to materials as they add food colouring to the mixture, and talk about what they see. Children also paint, and create collages from a variety of materials made accessible to them. For example, they make Christmas cracker cards, and identify shapes and colours as they stick on materials. Numbers and counting skills are introduced into everyday activities; for example, children count the number of blobs of glue they place on the paper during activities.

Children are learning to become very independent within the setting. They make choices about the activities that they do and help tidy up. Three-year-olds put on their own aprons and make choices about fruit that they like to eat at snack time. Children show caring skills, as older children help the younger ones during activities and by getting them plates at snack time. Language and literacy skills are developing well. Children talk about what they are doing and are building a vocabulary that reflects the breadth of their experiences. They enjoy books and mark make, stating what they have created. The childminder completes regular observations and assessments of children's progress so that next steps can be identified. However, systems to track children's progress across all six areas of learning are not fully developed; this hinders the childminder's ability to ensure children meet their full potential by highlighting gaps in their learning.

Children are learning how to keep themselves healthy and safe through the daily routine. They wash hands regularly and individual towels are used to limit the spread of infection. Three-year-olds are aware that they wash their hands to get rid of germs and that they cover their mouths when they cough so as not to spread germs. Meals and snacks are varied and nourishing. Children have easy access to drinks throughout the day and confidently select their own cups and

beakers when required. They enjoy playing in the garden and regularly visit the local park, and walk to toddlers' group and pre-school, increasing their access to fresh air and exercise. They learn about road safety as they cross roads when on their walks and learn to put on seat belts as part of their role-play. The childminder responds quickly to safety issues in the home and gently reminds children to pick up toys so that they do not hurt themselves. Owing to fire evacuation procedures currently not being in place, children are not learning how to evacuate the premises in the event of a fire.

Children learn about their own community as they attend pre-school sessions and walk in the local community. They are learning important social skills as they play and interact with their friends. They are encouraged to use manners at all times and behave very well because the childminder uses verbal praise and encouragement to reinforce and reward appropriate 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*

### The overall effectiveness of the early years provision

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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

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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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