

## Inspection report for early years provision

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<b>Unique reference number</b>	EY338908
<b>Inspection date</b>	25/01/2010
<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: 0300 123 1231  
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 2006. She lives with her husband and two children aged six and 13 years old, in a terraced property in Elland, West Yorkshire. Areas of the home used for the children include the dining kitchen and bathroom on the first 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 three may be in the early years age range. At present, she has 10 children on roll between the ages of one and 11 years old; 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 and voluntary part of the Childcare Register. The family pets include a dog and a cat.

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

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children benefit as the childminder has a good understanding of their individual needs and takes positive steps to ensure they are all included in activities. Children's welfare is promoted very well and the provision of interesting and fun play opportunities helps children make good progress in their learning and development. Effective partnerships with parents builds positive relationships and means the needs of children are supported well. The childminder has a good attitude to the ongoing development of her childcare provision to enhance outcomes for children and the capacity for her to continue to improve is good.

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

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

- 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.

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

The childminding provision is well organised with the necessary records maintained that ensures children's safety and welfare. The safeguarding statement, detailed risk assessments on all areas children use, alongside high levels of supervision makes sure children are well protected at all times. The childminder has a clear understanding of the possible signs and symptoms of child abuse and of

procedures to follow to safeguard children. She has drawn up comprehensive policies and procedures, to inform parents of her practice, which she implements effectively to support children.

The childminder organises areas within her home effectively to support children's learning, with regular use of the outdoor play space to extend children's play experiences. Children have access to clean, well maintained toys and resources, which are age appropriate and available in the room. To ensure that children have access to the full range of the provision the childminder has devised a catalogue of her resources that children choose from. If these are not available in the house, she can get them from the storage space outdoors. Children receive sensitive support from the childminder, as she ensures each child's individual needs are met. She supports parents in working with other agencies to enhance the well-being and development of children. The childminder helps children to develop a positive attitude towards each other by setting a good example of how to show consideration for others. Children learn about diversity in society through outings to discovery parks and through activities and resources that represent positive images of others. As a result, they learn to respect one another and value people's differences and similarities.

Children benefit from the good relationships established between the childminder and parents. Information about children's care and well-being is successfully shared with parents on a daily basis through regular discussions, daily diaries and parents have access to children's development records. Parents also receive regular summary reports about their child's development and they are encouraged to add their own comments. This information also informs parents of their child's next steps in learning and enables them to continue this learning at home. Although the childminder does gain some information from parents when their child first starts the setting this is not in-depth. This prevents the childminder from rigorously planning for children's individual learning needs across the early learning goals as soon as the child starts the setting.

Systems in place to monitor and evaluate the setting are good. The childminder is part of the local authority's quality assurance scheme and successfully identifies her strengths and areas for improvement. She obtains parent's and children's views about her setting through discussions and parents and child questionnaires. Suggestions made by parents are successfully implemented; as a result, parents and children are very satisfied with the care provided. All recommendations identified at the last inspection have been fully addressed, which has improved the welfare of children. The childminder regularly attends training courses to update her skills and knowledge. She has attained a level 3 qualification in early years and is now working towards a level 4.

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

Children are happy and settled in the welcoming and caring environment provided. They form a trusting relationship with the childminder as she dedicates her time to supporting their individual needs. She makes sure her attention is balanced well

between the children so all children are included and valued. The childminder uses her secure knowledge of the Early Years Foundation Stage framework to observe and assess children's progress through their learning journals. These successfully show what children can do and highlights activities to enable them to progress onto the next steps in their development. This information is then used to plan meaningful and stimulating activities.

Children are learning to become independent within the setting. They freely explore their surroundings, including the resources and younger children are supported in learning to feed themselves at meal times. Children benefit from the positive interaction they receive from the childminder; she gets actively involved in their play promoting lots of conversation to foster their language and communication skills. Toddlers are learning to link words to actions and follow simple commands, as they try to find the green truck, or put the balls in the basket. They are given lots of opportunities to make choices, such as the kind of drink they would like at snack time. Toddlers show their emotions and get very excited as they play with the trucks or water and bubbles. Children have good opportunities to learn about the environment through frequent outings and daily outdoor play. They learn about the life cycles of plants as they grow sunflowers and delight in finding the mini-beasts with the magnifying glasses on nature walks. Children have access to a wide range of creative and sensory play, including treasure baskets. They also enjoy experimenting with paint, sand, water, dough, shaving foam and spaghetti, using their senses to understand the world. An awareness of number names and mathematical language is being learnt through children's play. For example, the childminder introduces concepts, such as up and down as toddlers throw and bounce the balls. They count the balls in and out of baskets and develop an understanding that things exist even though they are out of sight. Children enjoy books and sit happily with the childminder as they talk about what they see. To further engage children in books puppets are introduced. Children are developing good friendships and are learning to share and take turns.

Children's health and safety is promoted well. They learn about keeping themselves safe in their play through ongoing discussions with the childminder. Children play with oven gloves during role play in the toy kitchen, so that they learn that some things are hot and dangerous. They learn about road safety when on outings and they take part in the regular fire drills within the home. As a result, they become aware of what to do in an emergency. Children are supported in developing healthy lifestyles. They learn the importance of hygiene, using tissues and putting their hand over their mouth when they cough. They enjoy healthy meals and snacks and learn about the importance of a healthy diet through activities and discussions.

Children's behaviour is good and they play cooperatively alongside their peers. The childminder manages behaviour positively helping children learn to share fairly and take turns. Older children learn about the consequences of various types of bullying and the house rules are written and promoted in a positive light. The childminder praises children and acknowledges when they have done well so they develop good self-esteem and understand her expectations.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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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