

Inspection report for early years provision

Unique reference number	EY397193
Inspection date	12/01/2010
Inspector	Cathleen Howarth
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 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 registered in 2009. She lives with her partner and one-year-old child in Boothtown, Halifax. The whole of the ground floor of the childminder's house is used for childminding in addition to the bathroom and box room on the first floor. There is provision for children with special educational needs and/or disabilities. The childminder walks to local schools to take and collect children, and attends the local toddler group and playgroup. Transport can be arranged on request. There is provision for outside play in the back garden and local park.

The childminder is registered to provide care for a maximum four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. Currently there are two children on roll on the Early Years Register and there are no children on roll on the compulsory and voluntary part of the Childcare Register.

The childminder usually provides care throughout the year on weekdays from 7.30am to 6pm. Other times may be considered depending on the childminder's availability.

The childminder has links with other Early Years Foundation Stage (EYFS) providers and is appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's knowledge and understanding of the Early Years Foundation Stage is not yet fully secure. An action and two recommendations are raised to ensure practice is fully compliant. However, the childminder has sufficient knowledge of each child's needs to enable her to appropriately promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. The childminder sufficiently demonstrates reflective practice to ensure continuous improvement. This results in a service that appropriately responds to the individual needs of children.

What steps need to be taken to improve provision further?

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

- obtain parental permission at the time of the child's admission to the provision, for the seeking of any emergency medical advice or treatment in the future (Safeguarding and Welfare). 26/01/2010

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

- link children's assessments to the observations and pictorial evidence in children's development files, to show parents how children are progressing towards the early learning goals in the six areas of learning.
- continue to develop links with other Early Years Foundation Stage providers to promote a seamless approach to delivering the framework.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role in child protection and knows the procedure to follow should a concern arise, which includes notifying Ofsted. There are robust steps taken to safeguard children and effective vetting procedures reassure parents that adults are suitable to work with children.

Self-evaluation appropriately takes into account the views of children and parents. It is usually used to identify strengths and weaknesses of the provision and to prioritise aspects of the provision to be developed, such as continuing to enhance the range of resources for children to use, like stencils and other mark-making equipment. However, at the time of inspection the childminder had not obtained written parental consent to obtain emergency medical assistance, which is a breach of a welfare requirement.

The childminder successfully demonstrates how she addressed issues raised at the registration visit and this includes updating written risk assessments to minimise the risk of accidental injury. Good use is made of all available space and activities are appropriately spread out. There is ample space for free movement in relation to inside and outside play. The childminder's toys, books and equipment are attractively set out to welcome children to the setting, and resources are easily accessible for children to self-select. Activities are well supported to meet the needs of individual children.

The childminder sufficiently promotes inclusive practice. For example, children are treated with equal concern and all children are fully included and involved. Children are learning about human differences in the wider community, such as ethnicity, gender, culture and disability, through an appropriate range of resources and well thought through activities, like learning about different festivals and traditions, including Christmas.

Partnership with parents is sound. Parents receive useful information about the Early Years Foundation Stage and they are instrumental in helping the childminder establish children's starting points. The childminder seeks parents' views in order to develop the provision and keeps them well informed of their children's progress, such as through individual development files. There are emerging systems to sufficiently demonstrate how the learning and development requirements of the Early Years Foundation Stage are delivered, although the childminder has not linked children's assessments to the observations and pictorial evidence in children's development files. As a result, it is difficult for parents to see how children are progressing towards the early learning goals in the six areas of

learning in a methodical way.

The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory. The childminder stated she will enrol on workshops in the future to keep up-to-date with childcare practice.

The effectiveness of partnerships with others is satisfactory; this includes tentative links made with other Early Years Foundation Stage providers, although this aspect should be developed in order to promote a seamless approach to delivering the framework. There are appropriate systems in place to provide for children with special educational needs and/or disabilities.

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

Most of the required documentation is in place to promote children's care, welfare and learning. This includes a neatly compiled policy and procedure file, which is discussed with parents at registration. Written risk assessments are routinely completed and reviewed to minimise the risk of accidental injury at the setting and on outings.

The childminder has sufficient knowledge and understanding of the Early Years Foundation Stage to appropriately promote children's learning and development. Taking into account their starting points, children are making some progress towards the early learning goals. This is demonstrated through an emerging system. For example, the childminder appropriately records observations of children at play to determine their natural interests, capabilities and preferred learning styles. She tracks children's progress by using the Practice Guidance for the Early Years Foundation Stage. She maintains pictorial evidence of what children have achieved in their development files. The childminder plans and evaluates relevant activities with children, taking into account their stage of development in the six areas of learning.

The childminder is effectively deployed to support children's learning and welfare and to promote positive attitudes to learning. Relationships are strong and children have developed a good rapport with the childminder. Children play well on their own and with others. They are motivated and interested in a sufficient range of activities, and usually take responsibility for choosing what they do, including some decisions about routines. Through discussion, children are beginning to understand the impact their behaviour has on others, and they share and take turns. The childminder consistently values and praises children's good behaviour and always explains what inappropriate behaviour is and why it is socially unacceptable.

Children practise the emergency evacuation plan in order to learn how to behave responsibly in times of uncertainty. Road safety is continually reinforced to prevent accidental injury.

Children are beginning to understand the need to make healthy choices in relation to what they eat and drink, and healthy lifestyles are clearly promoted. For

example, the childminder provides nutritious food and drink, and maintains good standards of hygiene and cleanliness in the home to minimise the risk of the spread of infection. This also includes effective food hygiene procedures.

The childminder provides ample opportunity for children to develop the knowledge, understanding and skills that are required for later life. Children use phonic activity centres and learn to push and pull, twist and turn, open and close. The childminder encourages children to develop literacy, numeric, listening and speaking skills. Children sit together for snacks and meals, and good manners, like please and thank you are consistently reinforced. Children's self-help skills are appropriately developed to promote their independence. They enjoy cuddling up to the childminder, who sits on the floor with children to read stories. She encourages them to participate as far as they are able and helps children to make connections to the world around them.

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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