

Inspection report for early years provision

Unique reference number	EY403061
Inspection date	21/06/2010
Inspector	Rachel Ayo
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009 and lives in the Guard House area of Keighley, West Yorkshire with her partner. The premises are close to local amenities, including parks, schools and shops, and is close to transport links. The whole of the ground and first floors are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. The childminder is currently caring for one child in the early years age group, who attends before and after school and during the school holidays. She is also caring for two children on the voluntary part of the Childcare Register. The childminder may also provide overnight care for two children under eight years and she 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 welfare is promoted suitably overall, although, certain requirements of the Early Years Foundation Stage are not in place. Children are well settled and positive relationships are observed. Activities are effectively planned across the six areas of learning to ensure a broad and balanced curriculum. Good individualised observational assessment, coupled with effective partnership working with other providers delivering the Early Years Foundation Stage, and appropriate links with parents, means that children are helped to make good progress and have their individual needs met. The childminder's systems for self-evaluation are currently being developed in order to identify areas for development in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that public liability is carried for the provision (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 05/07/2010
- ensure that the rear garden is fully secure (Safeguarding and promoting children's welfare). 05/07/2010

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

- minimise cross infection further in relation to the arrangements for children drying their hands

- ensure that any rooms intended to be used for overnight care are suitable for their purpose
- improve documentation that promotes the efficient and safe management of the provision by keeping a record of fire practices and of visitors, including their name, the purpose of the visit and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded overall. The childminder is suitably aware of child protection procedures and of what to do with any identified concerns. She holds the most up-to-date contact details to ensure that she can respond to issues in a prompt manner. Positive relationships with the childminder demonstrate that children feel safe within the setting. Hazards are identified and minimised overall as a result of suitable risk assessments, and most documentation required for the efficient and safe management of the provision, and to meet children's individual needs, is in place. However, the childminder does not hold public liability insurance for the provision and the rear garden is not secure; although there is a gate fitted, it is not large enough, resulting in a gap. Both weaknesses are breaches in legal requirements. The childminder does not keep a log of visitors or fire practices in order to fully support safety procedures.

Space is organised adequately in most aspects, although a bedroom, planned for overnight care, is not currently suitable for this purpose as it is being used as a storage area due to a recent house move. Children are able to readily access resources in order to make choices, due to these being stored at low-level. The childminder has a suitable understanding of inclusion, including liaising with external agencies to ensure that children receive any additional support to ensure that they are not disadvantaged. In addition, she demonstrates an awareness of issues relating to narrowing the achievement gap for individuals and particular groups of children, such as boys.

Good links are held with other professionals where children attend other provisions. The childminder regularly communicates with them about children's progress and areas for development, such as phonics and literacy skills, to promote a consistent approach to children's care and learning. In addition, the childminder follows topics that children are taking part in at school and she encourages children to talk about what they have been doing so she can extend this within the setting. Parents are provided with adequate information about the provision, both verbally and through an initial information brochure. Daily friendly chats update them about their children, including things brought home from school, such as a newsletter and book bag. Parents are encouraged to share what they know about their child, such as likes, dislikes and interests. Parents are encouraged to approach the childminder with any areas they would like her to work on to support their child and, if they wish, can contribute to the 'planning for children's interests and needs' sheet.

The childminder has begun to complete the Ofsted self-evaluation form and has

suitably identified areas for improvement, such as providing questionnaires for parents and extending diversity resources. She has completed mandatory training and demonstrates a positive attitude to attending more courses in the future in order to improve her knowledge and outcomes for children.

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

The childminder demonstrates a good grasp of the learning and development requirements. Consequently, she effectively plans for children's individual needs, considering their interests and next steps in line with the expectations of the early learning goals. A planning file contains purposeful and interesting activities linking to indoor and outdoor experiences. Individual profiles contain written observations linked to the six areas of learning and children's next steps. This means that the childminder can monitor children's progress well, in conjunction with school.

Children display good levels of confidence and self-esteem as they readily choose what they want to do, such as dressing up in a pirate outfit or painting. They ask to play out after having their tea, accessing a range of activities, from small-world toys to ball games. The childminder fully supports children's learning with her good questioning, encouragement and interaction as she shows an interest in what they are doing. Children behave well because of frequent positive reinforcement, such as praise and encouragement, and they are encouraged to use good manners. They demonstrate an awareness of diversity as they tell the childminder, during imaginative play, they are going on a journey to Africa. The childminder explains that children have been learning about this at school, including reading stories. Therefore, she has been extending this within her own provision. Children learn to keep safe through discussions about road safety, and fire safety, following a visit from the fire brigade to fit smoke alarms.

Children communicate confidently as they, for example, talk about what they are painting, answer and ask questions and draw recognisable pictures of their family. They demonstrate good hand and eye coordination as they use equipment with precision. The childminder supports their literacy skills through planned activities and within everyday routines. Mathematical concepts are introduced within all types of activities and the childminder tells children that they must be getting taller as they can now reach the ball that has landed on the hedge. Children learn about journeys through looking at maps and go on a variety of outings to enhance their learning, such as to the train station, fun days at school, milking an imitation cow, feeding sheep and attending a magic show. Children care for living things, such as the fish which they helped choose, and learn about the life cycle through planting and growing. They have good opportunities to learn about technology, including using a digital camera, and take part in a variety of activities to develop their creativity, such as mixing colours as they paint. Children also take part in additional interesting activities, such as cinema days.

Children benefit from regular fresh air and exercise through the use of the childminder's garden and by accessing the local park where they access more challenging physical equipment. They suitably learn about healthy practices as they

sort plastic food into different groups to show which is good or bad for them. The childminder has recently signed up for and has received a welcome pack relating to the 'stop the rot' campaign to teach children about good oral hygiene. The childminder models and encourages suitable hygiene routines, although, the bathroom towel is shared, which doesn't effectively minimise cross infection. Accident and medicine procedures are implemented appropriately to promote children's health, and a range of healthy meals and snacks are provided, along with ready access to drinks to ensure children stay hydrated, especially when they may be more thirsty as they play outside in the sunshine.

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	2
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	2
The extent to which children achieve and enjoy their learning	2
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance). 05/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance). 05/07/2010