

## Inspection report for early years provision

---

<b>Unique reference number</b>	303616
<b>Inspection date</b>	24/06/2010
<b>Inspector</b>	Ingrid Szczerban

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2009

## 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 has been registered as a childminder since 1991. She lives with her husband and two adult children in the Bailiff Bridge area of Brighouse, West Yorkshire. The dining kitchen, main bedroom and toilet, all on the ground floor, are used for childminding. There is an enclosed garden to the rear of the home for outside play.

The childminder is registered to care for a maximum of six children at any one time and currently cares for two children in the early years age group on a part time basis. She also has four children over the age of eight years before and after school, and in the school holidays as required. This setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. There are shops and a local park within walking distance.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

On the whole, sufficient attention is given to meeting the welfare needs of children. Children take part in a range of activities and make satisfactory progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. Partnerships with parents and carers are satisfactory. The childminder has begun to assess her setting and identify some areas for improvement. She demonstrates a satisfactory capacity to continuously improve the service provided.

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

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

- identify clearly in the accident records the exact part of the body which is injured
- update the risk assessments to include all specific types of outings
- update the risk assessments, clearly stating when each was carried out, the date of review and any action taken following a review or incident
- develop further the records of children's development to consistently identify their next steps for learning and to ensure that the six areas of learning are consistently covered.

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

Children are generally safeguarded. All adults in the home are suitably vetted and good health and hygiene procedures are adhered to in practice. For instance, the home is clean and well maintained and the childminder washes her hands and disinfects the mat between changing children's nappies. The childminder has a clear understanding of child protection issues and the action to take should the need arise as she has completed training on safeguarding. Suitable written risk assessments are implemented to safeguard children in the home and the garden. These are all signed but are not dated to say when they were carried out or when they were reviewed. Though the childminder has a sound understanding of how to assess risks on outings, not all specific types of outings, such as to parks, are included in the documentation. The childminder holds all necessary details of the children in her care, has a current first aid certificate and keeps an accurate, up-to-date register of attendance. Accident and medication records are countersigned by parents, and the childminder keeps all necessary written parental consents. However, the accident records do not always indicate the exact part of the body which is injured. A clear sickness policy is implemented to ensure against the spread of any contagious illnesses. Children can safely access all the toys appropriate to their ages and levels of ability because the childminder organises storage with this in mind. The childminder provides appropriate equipment for children of all ages so they gain independence while being kept safe. For example, at mealtimes, babies are harnessed in a high chair and toddlers use a small table and chairs.

There are adequate systems in place to evaluate the service offered. The Ofsted self-evaluation form has been completed and some areas of improvement are identified. The recommendations following the last inspection have been addressed. The health and development of children is improved as the childminder now holds a current first aid certificate and has introduced more toys to reflect diversity. The parents are involved in the evaluation process because the childminder talks to them every day and ensures their wishes are followed. The childminder has regular contact with other childminders and a development worker to share ideas and practice issues. As a result, she has begun to make records of children's development.

Inclusive practice is promoted. The childminder has a good knowledge of children's individual personalities and needs. She knows their families well as the children are distantly related and follows home routines in order to make children's transition from home to her care as seamless as possible. Children feel welcome in the setting because they can easily access most of the toys, which are stored at their height. They are becoming more independent and learn to make decisions. Equality and diversity are valued. The childminder introduces children to foods and festivals from around the world. The toys and books which children use reflect positive aspects of diversity, so they learn to appreciate similarities and differences.

Partnerships with parents and carers are satisfactory. Information is shared on a

daily basis through discussions. This basic system helps parents extend their child's learning and development at home and provide information to the childminder for continuity of care. Parents have access to information about the childminder's policies and procedures. None of the children who are currently cared for attend other settings which deliver the Early Years Foundation Stage.

## **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. Through information gathered from parents and by observing children, the childminder plans developmentally appropriate activities for them and follows their individual interests and routines. She has begun to take some photographs of the children engaged in activities, which are entered into development records and include explanations of what they are doing. However, these records do not always state the children's next steps for progression and there are no systems in place to monitor the consistent delivery of the Early Years Foundation Stage across the six areas of learning.

The children are happy and settled because the childminder provides a regular routine for them based around their needs. For example, regular mealtimes and sleep times are adhered to. The childminder is attuned to the individual characteristics of the children. When they become fractious she knows they are tired and she puts them down for a sleep. Children feel safe and are at ease in their warm and loving relationships with the childminder, who provides them with lots of smiles, words of encouragement and cuddles. High levels of individual attention are given to children and they are confident in their surroundings. Children are generally well-behaved because the childminder acts as a good role model. She is calm and patient and supports children well as they begin to learn how to share and develop their social skills.

Effective practices are employed to ensure that children learn how to keep themselves safe. The childminder reminds children about playing safely. She lifts one child away from another as they become too boisterous. Safe and suitable equipment is used effectively to keep children from harm, such as a high chair and a travel cot. Children are developing healthy lifestyles. Predominantly home-cooked foods are given to children which are suitably nutritious and balanced. At snack time, children enjoy fresh fruit, such as raspberries and blueberries. Children enjoy being physically active in the garden and on local walks and visits to the park. They learn to throw and kick balls and to climb and balance on the slide and wheeled toys. They build stamina and learn what their bodies can do.

Children communicate their needs effectively using simple words and gestures to which the childminder is attuned. She repeats what they say and adds appropriate words to support their efforts, which further develops their language skills. Speech is also encouraged by singing with children and reading stories to them. Children use crayons to make marks on paper, which fosters literacy skills.

Children are interested in problem solving. They like to take apart small world play figures and put them back together again with help from the childminder. She begins to introduce numbers to children as they play and counts the wheels on the bike. Children engage wholeheartedly in role play and show high levels of sustained concentration in this activity. They act out familiar scenarios. They make 'cups of tea' in the play kitchen, wipe the pram with a cloth, place dolls on the sofa to sleep and climb into a cardboard box which they pretend is a car, before 'driving off'.

## 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	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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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