

Inspection report for early years provision

Unique reference number	321942
Inspection date	15/02/2011
Inspector	June Rice

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 1995. She lives with her husband and three adult children in Hemsworth, near Pontefract. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school, this provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a satisfactory attitude towards continued improvement. She has recently begun to evaluate her provision and identifies the systems for assessment, planning and observations as areas to improve. Space is used effectively and partnerships with parents and local schools are satisfactory. This ensures children continue to make satisfactory progress in an environment in which they feel safe and secure. However, the childminder has cared for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

What steps need to be taken to improve provision further?

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

- review policies and procedures to ensure they contain sufficient information
- develop further the planning and assessment arrangements to identify learning priorities for each child and then plan relevant and motivating learning experiences
- update the record of risk assessment to include any assessments of risks for outings
- develop further nappy changing procedures to help prevent the risk of cross infection

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children and demonstrates a clear understanding of child protection and the

procedures to follow. Appropriate suitability checks and required documentation is in place. However, the record of risk assessments does not include a record of all individual outings, the policy for uncollected children does not identify what happens if the childminder is unable to contact parents and the regulators contact details included on policies are incorrect. Since the last inspection the childminder has taken steps to improve her provision. For example, she has reviewed her child protection policy, obtained a valid first aid certificate and has begun to implement the Early Years Foundation Stage. This has improved the standards of care and education for children.

The childminder has very recently begun to assess her provision, and though in its early stages she has correctly identified targets for further improvement. This includes the systems for observations, assessments and planning which are in their very early stages of development and as yet, are not robust enough. Inclusive practice is promoted satisfactorily by the childminder who promotes equality for all. For example, children have equal access to a satisfactory range of resources that are not gender based and the childminder ensures she obtains sufficient information from parents to help her to meet children's individual needs.

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

Children freely and safely access resources, toys and activities that are suitable for their age and stage of development. The environment is suitably organised and children benefit from fresh air and regular outside play through the routine of their day. For example, walks to local parks and schools. Children are adopting healthy habits. For example, they wash their hands before meals and after using the toilet. Children who are infectious are excluded in order to protect others. However, the childminder changes a nappy by placing children on her knee and does not use any equipment to help prevent cross infection. Children benefit from a reasonably healthy diet. For example, they enjoy sandwiches, pasta, chicken nuggets and fruit. They are provided with diluted juice, milk and water to drink.

Children are learning to stay safe. They learn about road safety, stranger danger and safety around water. They practise an emergency evacuation which helps them understand the need to evacuate quickly. They show they feel safe in their environment as they move around freely. Children are willing to make choices and decide what they wish to do. They behave well and are learning to share, take turns and care for others. The childminder demonstrates a satisfactory understanding of how children learn through play and this is sufficient to ensure children continue to make satisfactory progress. However, the system to help identify children's starting points, their progress, and plans for their next steps are in the early stages of development. Observations and assessments are very brief, and there is very limited information about plans for children's next steps. Children's skills in communicating, literacy, numeracy and their ability to solve problems and understand the wider world is satisfactorily supported through the range of activities and play opportunities on offer.

Children are confident and enjoy playing on their own. They independently select resources which include small world characters, soft toys, vehicles and animals. They demonstrate their caring side as they cuddle a baby doll. Other children sit with the childminder and explore an ark. They carefully place animals inside and concentrate as they place a flag on the roof. They smile as the childminder gives them praise. Children enjoy playing with a track and cars. They open the doors of the cars and peer inside showing they are inquisitive, they concentrate to keep the car on the rails as they push it along saying 'ready steady go'. Children's coordination skills are further encouraged as the childminder teaches them how to use a grabber. They take turns to grab different items and place them into a box. Children show an interest in looking at books; they sit and listen as the childminder pronounces simple single words from the story. Children use their imagination well as they initiate their own play, they climb in and out of a storage box using their balancing skills to prevent them falling out.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

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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	2
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

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