

## Inspection report for early years provision

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<b>Unique reference number</b>	303498
<b>Inspection date</b>	09/05/2011
<b>Inspector</b>	Vickie Halliwell
<b>Type of setting</b>	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 1997 and lives with her husband, adult daughter and child aged 13 years in Halifax, West Yorkshire. The childminder works with an assistant. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding and there is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The home is accessible.

The childminder is registered to care for a maximum of six children under eight years. When working with an assistant the childminder may care for a maximum of eight children. There are currently nine children attending of whom seven are within the Early Years Foundation Stage. The childminder also offers care to children over five years. Children are taken to, and collected from, schools and preschools. The childminder is supported by the local authority and is a member of the National Childminding Association. The family have several pets including birds of prey, ferrets, dogs and a cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care, individual care needs are well met and children have formed secure attachments to the childminder. Children play safely under the childminder's supervision, although risk assessments for the garden are not fully effective. The childminder provides a varied range of activities and experiences which help children make steady progress in their learning and development. The childminder works closely with parents and is aware of the importance of working in partnership with others. Systems to assess the effectiveness of the provision are emerging but are not well developed.

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

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

- assess the risks in relation to the low-level garden wall and take all reasonable steps to ensure that hazards to the children are kept to a minimum, also the risk assessment must identify aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment).
- 24/05/2011

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

- improve records of children's attendance to include the names of those caring for the children
- implement an effective process of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- improve the educational programme to ensure every child receives a challenging learning and development experience that is tailored to meet their individual needs
- develop records of children's learning to show their continued progression towards each of the early learning goals given their starting points, also fully evaluate observational assessments to help identify children's capabilities and use this information to help plan for children's future learning.

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

Children are adequately safeguarded. The childminder has recently completed relevant training and has a basic knowledge of the types and possible indicators of abuse. Written procedures include the procedure to follow if allegations are made against the childminder and all relevant contact details. Consequently, the childminder is able to implement appropriate procedures to protect children from possible harm. In addition, all adults within the home have undergone checks to ensure their suitability, which further safeguards children. The childminder routinely completes risk assessments within her home and takes action to minimise hazards indoors. However, the risk assessment for the garden fails to identify the risks associated with the low-level wall which allows access to and from a neighbouring garden. The written risk assessment fails to identify aspects of the environment that need to be checked on a daily basis, which is a specific legal requirement. Systems to ensure children safety on outings are effective.

The childminder uses space within her home effectively to create a main play area with direct access to the garden, quieter activities and opportunities for children to sleep and rest are provided in the childminder's living room. The childminder has a good range of play materials which are easily accessible in the main play area. However, many do not sufficiently challenge children over three years, which impacts on their learning and development. The childminder is very experienced and enjoys her role as a childminder, practical aspects of the provision are well organised and effective system are in place to meet the individual care needs of the children. However, systems relating to documentation are not always well organised, which impacts on their accessibility at inspection, although most required information is documented. The childminder is committed to the continued improvement of her provision and has taken appropriate action in respect of the three recommendations raised at the last inspection. In addition the childminder has attended a small number of training courses to increase her awareness of the Early Years Foundation Stage. The childminder is beginning to reflect on her practice, highlighting some areas for development. For example, improving records of children learning, but does not have a system in place to fully

evaluate the overall effectiveness of her provision.

The childminder provides an inclusive service and warmly welcomes all children and their families. Clear systems are in place to ensure the childminder is well informed about children's individual needs at admission. Some discussion takes place about children's learning and development, although this is not recorded. Relaxed and informal relationships with parents facilitate a continual exchange of information as children are dropped off and collected. Parents receive copies of the childminder's policies and procedures, including safeguarding and complaints. They are encouraged to look at their child's learning journey, which provide an insight into how their child spends their day and highlights some aspects of their development. The childminder is aware of the importance of working in partnerships with other agencies to ensure children's individual needs are met. Partnerships with others also delivering the Early years Foundation Stage to children in the childminder's care are developing.

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

Children have developed warm and trusting relationships with both the childminder and her assistant, who effectively promote the children's wellbeing and ensure they feel safe and secure. Strong attachments with other member of the childminder's family are also evident; children warmly greet the childminder's child and enjoy a cuddle whilst they look at books together. Children demonstrate a strong sense of belonging, they move confidently between the garden and indoor play space, confidently communicating their preferences. The childminder responds appropriately, helping children access different resources. Children's good health is effectively promoted by the childminder, who encourages, exercise and outdoor play. Children enjoy healthy and nutritious snacks and lunches, for example, sandwiches with cheese chunks, carrot sticks, grapes and strawberries, followed by yoghurt. Mealtimes are valued as a social occasion and the childminder dines at the table providing a positive role model for the children as they eat.

Children make steady progress in their learning and development, the childminder is familiar with the six areas of learning and provides a varied range of experiences, which over time help promote children's all round development. Children's time within the childminder's home is complimented by regular activities at local toddler groups, which further supports their learning. Younger children enjoy physically challenging activities outdoors, developing their balance and co-ordination as they climb the steps to the slide and learn to manoeuvre large cars in the childminder's garden. However, the play materials provided fail to challenge the physical development of older children. The childminder naturally develops children's conversational skills, introducing new words and encouraging both verbal and non-verbal communication. Children enjoy a good range of creative activities and older children have some opportunities to make marks for a purpose, but the materials provided are not always developmentally appropriate. For example children over three are given large chunky crayons.

The childminder has a wide range of play materials to meet the developmental needs of children up to five years; however, many accessible toys do not sufficiently challenge older children. Consequently, children over three years are suitably occupied, but are not always encouraged to achieve their potential, particularly in acquiring key skills in literacy, numeracy and information and communication technology. In contrast children benefit from some interesting planned activities which help raise their awareness of the natural world. For example, children learn about the life cycles of frogs and butterflies. Visits and outings are well used to support children's learning and bring new experiences to life, as children see butterflies emerging from a chrysalis and watch tadpoles grow.

The childminder regularly completes observational assessments, but these tend to focus on the same areas of learning, consequently it is not always clear what children can do or where they need additional support. In addition, records do not show children's starting points and the practice guidance is not used to monitor children's progression towards each of the early learning goals. Through discussion the childminder demonstrates some awareness of the next steps in children's learning, for example providing more group activities to help prepare children for nursery and developing counting skills. Photographs are well used to provide an insight into children's development; each observation is well presented and includes some information about the next steps in children's learning, although these are not securely linked to planned activities.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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### 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	2
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:

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:

- ensure that children are unable to leave the premises unsupervised (Suitability and Safety of Premises and Equipment) (also applies to the voluntary part of the Childcare Register). 24/05/2011

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 under the compulsory part of the Childcare Register ((Suitability and Safety of Premises and Equipment). 24/05/2011