

## Inspection report for early years provision

---

<b>Unique reference number</b>	303527
<b>Inspection date</b>	01/06/2011
<b>Inspector</b>	Wendy Fitton
<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 assesses 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.

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 2011

## 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. She lives with her husband and one child aged 15 years and a family dog. The premises are situated in the Hebden Bridge area of West Yorkshire. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

Children use most areas of the premises with the exception of bedrooms on the first floor. The childminder is registered to care for a maximum of six children under eight years when working alone. The childminder employs an assistant and when working together may care for no more than 12 children under eight years. There are currently nine children on roll and five children are in the early years age range. The childminder is a member of the National Childminding Association. She has a CACHE Level 3 qualification in homebased childcare.

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

Overall the quality of the provision is good.

The childminder has good knowledge and understanding of meeting children's individual needs. The systems for planning, observations and assessment procedures for individual children as they progress towards the early learning goals are effective. There are positive relationships with parents to engage them in all aspects of the organisation and keep them up to date and informed of their children's routines and progress. Required policies and procedures for the safe and efficient management of the provision are in place, and fully support children's safety and well-being. The system for self-evaluation to identify priorities for future targets, and to maintain continuous improvement to the provision, and the outcomes for children is ongoing.

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

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

- develop further the system of self-evaluation in order to help to promote continuous improvements to retain the quality of the provision and outcomes for children.

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

Children are protected and safeguarded because the childminder carries out regular risk assessments for the premises and any outings. She is fully aware of her role and responsibility to protect children from any harm and all adults are vetted and cleared to be in the presence of children. She follows the local child protection procedures and has a detailed policy in place that is shared with

parents. Children are very safe and secure in the premises and the deployment of resources are good. The environment is creatively organised to enable the children to move freely and use interesting toys and resources. The furniture and equipment are safe and suitable to support children's development needs. The childminder has given attention to all necessary safety procedures and has written consents from parents for the administration of medication and to seek emergency medical treatment and advice. The childminder shows commitment to supporting and enabling children to develop and learn and is actively using the Early Years Foundation Stage Framework documents. She is qualified and experienced as a home childcarer.

The childminder has made good links with the local network of childminders and is considering her accreditation status for providing funded nursery education sessions. She shows good understanding of the importance of partnership working to fully support and complement children's learning and development needs. The childminder recognises some strengths and weaknesses and has responded to the previous recommendations raised at her last inspection. For example, she practises regular fire drills with the children and has updated her behaviour policy to record any significant incidents. As a result children's safety and well-being is fully promoted. The system for self-evaluation to promote continuous improvement of the provision, and outcomes for children and families is ongoing.

The childminder has established effective partnerships with parents. They are valued as partners and are warmly greeted and included. Parents are informed about the organisation of the childminding. For example, they are provided with a wealth of information through the notice boards, photographs, access to policies and procedures, and through the children's development profiles. Parents are encouraged to ask questions and contribute to the daily communication book. Parents complete a care contract with the childminder in order for suitable care to be provided. Children have easy access to all toys, activities and facilities and learn about their local community and differences in people around them through books, play figures and outings to community centres.

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

Children are very happy, secure and confident as they enjoy their time in the childminder's care. She has created a very calm, homely, child-centred environment where children are well supported and encouraged. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging and have all their welfare needs met. The childminder has a good knowledge of child development and provides a wealth of experiences and learning activities. Children participate in outings to the park, local community activities and toddler groups. The children lead their own play through free access to toys that are set out in response to their own individual needs and interests. The childminder gathers all information from parents at the start of care. She finds out about the children's likes and dislikes. She plans for their individual learning and takes photographs and writes detailed observations of them during their play.

She notes down significant comments and links the observations to a specific learning area. Children are assessed against the early learning goals according to their ages. Future steps are planned to enhance children's learning. Each child has a development profile to inform parents of their children's progress.

Children learn to problem solve as they rearrange bricks and cars to make lines and patterns. They think about how to move objects and change them to different positions. They make jigsaws and puzzles and learn about different shapes and sizes when junk modelling and making models with clay and twigs. Children explore and investigate natural materials as they make play dough, play in jelly and use their creative and imaginative skills when making dens with sticks and branches and dressing up with different materials and clothing. Children enjoy being in the outdoor environment and walk to local parks, nature areas and shops. Children develop their physical skills through sports activities when running through hoops, walking on stilts and playing football and team games. They climb, balance and ride on large equipment at parks. Children develop their communication and language skills as they ask lots of questions, repeat familiar words and talk to the childminder during their play and activities. They see lots of words on pictures, posters and labels around their play areas. They freely access a range of books and sit happily with the childminder, listening to favourite stories and rhymes. Children are confident, comfortable and familiar with the routines of the day. They develop independence through self-help skills as they are encouraged to feed themselves, put on coats and shoes and recognise their personal needs for a drink or snack. Children socialise with others at toddlers groups and within their community. They freely express themselves in a positive and nurturing environment and so feel good about themselves and feel secure. Children have a good knowledge about differences around them. They learn about different family lifestyles and cultures. Children play in the woods and collect leaves, flowers and insects. They use clay and twigs to make their own insect models and observe natural materials using a magnifying glass.

Children's behaviour is managed in a way that the supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. They respond to positive praise and encouragement and the childminder has positive strategies to distract children from any negative behaviour with positive reinforcement. The children learn to help each other and are sensitive to any differences. Children are provided with a healthy, balanced diet and understand the importance of being healthy and active. They spend time outdoors on the school run, at parks and exploring in the woods. Children exercise during music activities and when participating in sports activities. They follow good hygiene routines and are aware of washing their hands when they have been playing in mud and touching animals. They are reminded to wipe noses and that germs may spread if they have dirty hands. Children understand the importance of keeping safe and are secure at the childminder's home. They understand that to leave any small toys around may be a choking hazard for younger children. They know what to do in the event of a fire and how to get out of the house. During outings children respond to instructions about road safety and stranger danger. They feel secure as they leave their parents willingly. They confidently approach the childminder and ask for toys and specific 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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
--	-----