

## Inspection report for early years provision

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<b>Unique reference number</b>	311072
<b>Inspection date</b>	10/05/2011
<b>Inspector</b>	Abigail Cunningham
<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 1998. She lives with her husband, one adult child and one child aged 15 in Golcar, Huddersfield. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, who attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

The childminder is meeting all of the requirements. Self-evaluation identifies priorities for improvement and the beneficial impact on children's welfare, learning and development is evident. The childminder has developed positive links with the children, parents and other local childcare providers. The children make satisfactory progress in their learning and development. They are kept safe at all times and enjoy finding out about their local community and the natural world.

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

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

- make regular observations of each child's achievements
- implement monitoring systems to ensure that there are no gaps in the children's learning
- share the children's development records with parents
- involve parents in the self-evaluation process.

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

The childminder is suitable to work with children, as all required checks have been completed and first aid training is in place. There is an appropriate safeguarding children policy in place, which is shared with the parents. The childminder has previously completed safeguarding children training and is planning to attend a refresher course. As a result, the childminder knows to record any concerns and seek advice where necessary.

The children are supervised at all times and unauthorised persons are unable to

gain entry to the premises. Simple, written risk assessments have been undertaken and reviewed. All potential hazards have been identified and minimised. Therefore, positive steps have been taken to keep the children safe, for example, the utility room door is kept locked, to prevent children accessing cleaning substances.

The childminder has clear priorities in place for future improvements and these are well placed to bring positive outcomes for children. The parent's views and ideas are not sought; therefore, they are not involved in the self-evaluation process.

The parents are generally well informed about the children's care and achievements, through daily discussions with the childminder. However, the childminder has not shared the children's development records with parents. The childminder has started to build links with other childcare providers, where minded children receive care and education from more than one setting. For example, she has introduced herself to the playgroup staff and completed a transition booklet.

Children learn about interesting events, for example, the children made rabbit cards for Chinese New Year. The children have access to an adequate range of resources which reflect positive images of diversity, such as books and jigsaws. Resources of other toys and equipment are deployed satisfactorily to support children's progress.

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

Meals, such as chicken and mushroom pasta are offered to the children. Some of the children have good appetites and enjoy their food very much. Children have regular opportunities to play in the childminders garden and visit local parks. They are developing a positive attitude to exercise, for instance, they like to play on the slide and wheeled vehicles.

Appropriate fire detection and control equipment is in place, such as a fire blanket. The children are beginning to learn to keep themselves safe because the childminder has devised and practised the fire evacuation procedure with them. While on outings the childminder helps to keep the children safe, for instance, she shows them how to cross roads safely.

Planned activities are based on the children's interests. The system for assessing and recording children's development identifies a small number of their achievements, as observations are only occasionally undertaken. Observations do link to the six areas of learning and identify what needs to be included in planning for children's individual progress. Gaps in the children's learning and curriculum planning have not been identified as monitoring systems have not been introduced.

Children are well behaved; they share toys and say please without being prompted to do so. The children have regular opportunities to learn about the local community and natural world. This is because the children are taken out on nature walks and to visit the local shops.

The children are happy and settled. They make choices about what they would like to play with and stick at tasks for long periods of time. For example, two young children played with the bricks for most of the morning. Young children can correctly name colours, such as, green, blue and red. They can count confidently from one to three and use mathematical language in play. For instance, one child waved a container about and said 'that's empty'.

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