

## Inspection report for early years provision

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<b>Unique reference number</b>	311036
<b>Inspection date</b>	09/06/2011
<b>Inspector</b>	Helene Terry
<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 has been registered since 1994. She lives with her husband and adult daughter in a property in Dewsbury, West Yorkshire. The whole of the ground floor, with the exception of the kitchen area, and the bathroom on the first floor of the home are used for the children. The garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. At present, she has seven children on roll between the ages of two and 12 years, most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends regular toddler groups with the children, and family pets include a number of rabbits and tortoises.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development are suitably enhanced as they benefit from a range of interesting and challenging age-appropriate activities. Their welfare is also effectively promoted in a safe, friendly and homely environment where their individual needs are taken into consideration. The childminder has built sound relationships with parents and shows an awareness of the need to work with others to support children's development. Although the childminder has basic systems in place for self-evaluation, these are not robust enough to clearly identify all areas for development and have led to some welfare requirements and Childcare Register requirements not being met. However, she demonstrates a sound determination to continually look for ways to improve the quality of the provision that she offers.

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

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

- obtain written permission for each and every medication from parents before any medication is given to children (Safeguarding and promoting children's welfare) 23/06/2011
- ensure that records of accidents contain information about the first aid administered to children (Safeguarding and promoting children's welfare). 23/06/2011

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

- develop further systems to match observations of children to the expectations of the early learning goals across all six areas and use these observations to identify learning priorities, then plan relevant and motivating learning experiences for each child
- continue to develop the use of self-evaluation processes as the basis for ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

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

Children are effectively safeguarded because the childminder has a sound understanding of child protection issues and has the Local Safeguarding Children Board procedures to hand. She has also recently attended further training in this area to enhance her skills. All adults in the home are vetted to ensure their suitability.

The childminder has a range of policies and procedures that effectively underpin the setting. These are also shared with parents to promote children's health and well-being. Suitable risk assessments are in place and cover all aspects of the setting to ensure a safe environment for children. However, there are lapses in the way that accidents and medication are recorded, which has led to some of the welfare requirements not being met. For example, a record is not maintained of the first aid administered to children after accidents, and although parents sign to confirm that they are aware of when medication is administered to their children, they do not sign to give written permission for medicines to be administered. There is also a breach in requirements of the Childcare Register because the childminder does not have a written statement of procedures to follow in the event of a complaint.

Resources are easily accessible and in good condition. They are used effectively to help children learn and develop. The childminder has good understanding and knowledge about equality and diversity. The environment is suitably inclusive and meets the needs of all children. There are some resources that represent positive images of diversity to enable children to feel welcome and help them learn to respect people's differences and similarities.

The children benefit from the sound partnership between the childminder and parents and carers. The childminder is aware of the importance of involving parents and carers and constantly consults with them, ensuring they are kept fully informed of how their children spend their day. This is achieved through regular chats. Parents also have access to children's achievement records. The childminder gathers relevant information from parents when their children first start to ensure individual children's routines are adhered to and their needs are met, as part of the inclusive setting. She liaises with the local schools that children attend to promote continuity of care and learning. Although she has not had cause to work with other agencies, she is aware of the need to work alongside other professionals should

the need arise.

Systems for evaluating and monitoring the effectiveness of the setting are in the early stages of development. The childminder overviews her provision and gains parents' and children's views through discussions. However, systems are not rigorous enough to identify strengths and areas for improvement. She has addressed all recommendations identified at the last inspection to enhance children's welfare.

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

Children begin to learn the importance of developing a healthy lifestyle. They have opportunities for physical play in the garden and at the local park, where they develop risk taking skills whilst climbing slides. They enjoy healthy and nutritious meals and their individual dietary needs are respected in line with parents' wishes. Children are able to select fruit of their choice and drinks are readily available at all times. They learn about food that is good for them through daily activities. The good hygiene practices implemented by the childminder ensure that children learn about the importance of washing hands to minimise the spread of infection. Children learn how to keep themselves safe as part of the daily routine. They learn how to cross roads safely and take part in the regular fire drills.

Children are progressing suitably in their learning and development because they benefit from an interesting range of activities, some planned to ensure individual children's preferences and needs are catered for. The systems in place to observe and assess children's learning and development are still in the process of being developed. Observations of the children are not yet linked to the six areas of learning and there are no means of tracking children across all areas of learning towards the early learning goals. Children's next steps in learning are not clearly identified and therefore do not robustly inform planning. This affects the childminder's ability to ensure that children reach their full potential. However, activities take into consideration children's interests and their general abilities. For example, toddlers enjoy putting the dolls in and out of the pram and pretend to take them for a walk, developing early imaginative skills. They also show a developing understanding of the world, demonstrated by a toddler using the pretend petrol pump to fuel the toy car.

Children have lots of opportunities to explore using their senses as they play with the paint, glue and dough. They also explore how things work and happen by pressing buttons and lifting flaps on electronic toys. Children are treated with respect and their confidence is encouraged and nurtured through daily activities and routines. They are encouraged to say 'please' and 'thank you' and learn how to share and take turns. They behave very well, owing to the regular praise and encouragement they receive from their childminder. Toddlers are also beginning to share experiences as they offer one another toys. They enjoy activities to develop independence skills, such as wiping down the outdoor toys to dry them after the rain.

Children learn to problem solve using shape sorters and jigsaws. They also learn about numbers and measure as they bake and decorate their favourite buns. Children have access to a suitable range of creative materials, including role play and small world activities. They also develop early writing skills as they draw and mark make using crayons, pencils and paint.

## 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	2
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	2
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:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (also applies to the voluntary part of the Childcare Register). 23/06/2011

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 above in the Childcare Register section of the report. 23/06/2011