

Inspection report for early years provision

Unique reference number	EY419051
Inspection date	12/07/2011
Inspector	Angie Ellis

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.

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Description of the childminding

The childminder was registered in 2010 and currently works with one assistant occasionally. She lives in the Lupset area of Wakefield in West Yorkshire with her husband and grown-up daughters. The whole of the ground floor is used for childminding purposes. Children access local areas for outdoor play. Local amenities include a park, schools and nurseries, and the childminder's premises are situated close to transport links. The childminder has four dogs, two of which live outdoors, and three ferrets which are also kept outdoors.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years and, of these, three may be in the early years age range. There are currently two children on roll. The childminder has completed the required childminder training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a varied range of toys and activities that are available to all children to stimulate their interests. She has knowledge of each child's individual needs and this ensures that she promotes all children's welfare and learning. Children make sound progress in all aspects of their learning and development. Most of the requirements relating to children's welfare are promoted appropriately; however, there are some aspects of documentation that are not fully met. The systems in place to reflect on and evaluate practice in order to maintain continuous improvement are sound. The childminder has positive relationships with parents and has made a start in working with others involved in children's learning and care.

What steps need to be taken to improve provision further?

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

- ensure that the daily record of the names of the children looked after on the premises clearly records their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 13/07/2011
- ensure that the risk assessment clearly records the date of review (Documentation). 13/07/2011

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

- improve how the information shared with other settings the children attend delivering the Early Years Foundation Stage is used to promote continuity

- and support individual children's learning and progression
- develop an effective system to track that all children are making appropriate progress within all areas of learning
- update the record of risk assessment to include any outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to safeguard children in her care to ensure the well-being of the children is maintained. She is fully up-to-date with the Local Safeguarding Children Board procedures. She is aware of and implements a procedure to ensure that the requirement to obtain a Criminal Records Bureau check is obtained for all adults over 16 years of age living or working in the home. This includes the assistants that are employed by the childminder. Most of the records required for safe and efficient management of the early years provision are maintained. However, the register of attendance does not consistently accurately record the actual hours that children attend. Risk assessments are undertaken; however, the risk assessment record does not clearly record the date of review. This means that the some aspects of the specific legal requirements are not fully met in relation to documentation. These are due to administrative errors, and therefore have little impact on the outcomes for children. Risk assessments are undertaken for outings; however, they are not included within the risk assessment record that was seen on inspection.

The childminder has made an enthusiastic start to her childminding career. She demonstrates a sound commitment to continued professional development and has completed the required training. She keeps up-to-date with current childcare practice through attending further courses to gain a higher level of qualification. The childminder demonstrates suitable ambition and vision to drive improvement and has identified that she will take steps to join the local childminder support group, with whom she can meet and discusses current practice and emerging issues. The childminder reflects on the service she provides and this contributes towards a simple system of self-evaluation by identifying things she does well and areas identified for development. The childminder deploys resources appropriately; for example, space allows for a varied range of resources that are stored and arranged to be easily accessible to encourage children to make independent choices and follow their own interests. Sound steps are in place to ensure that resources and the environment are sustainable. For example, the children are learning to care for the vegetables and herbs that are growing in the garden.

Positive links have been made with parents and they are kept informed about their child's activities through daily verbal discussion. The childminder has made a start on collecting things the children have made and by completing some written observations to share with parents. These make links to the areas of learning and identify next steps to inform future plans, although there is not an effective system in place to track how well children are progressing within each area of learning. Links have been made with others delivering the Early Years Foundation Stage. However, information is not effectively used at present to demonstrate that they are contributing to the assessment process in a meaningful way to identify learning

priorities within the planning. The childminder meets the individual needs of children appropriately, irrespective of background or ability. She does this by developing positive relationships with parents and children, and this contributes to inclusion, meeting children's needs consistently and providing continuity of care.

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

The childminder has made a sound start to implementing the welfare, learning and development requirements. She does this by providing a selection of toys and activities that interest the children and that are easily accessible for them to independently access themselves. This results in children making progress in their learning in relation to their capabilities and starting points. When the childminder provides sufficient activities that capture children's interests, they behave well. Young children are very interested in books and hold the book as if they are telling the story to others. They also point to the fruit and vegetables on the poster displayed at child height and they name and count the different ones. This demonstrates that children are making progress in communicating, literacy and mathematical skills; therefore, they are appropriately equipped with the skills they need in order to secure future learning. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. Children learn to care about and respect each other by sharing, taking turns and using good manners.

Children have a balance between freedom and safe limits. The childminder understands that suitable types of activities and appropriate levels of support give children the confidence to take risks and try out new skills. She knows their capabilities appropriately. They learn how to evacuate the home safely in an emergency and practise fire drills, and a record is kept of these. Children learn how to cross the road safely on their journey to nursery. The childminder promotes positive outcomes in relation to promoting children's welfare. She does this by promoting children's health, establishing effective procedures and routines to manage illness, infection and hygiene to minimise cross-infection. This results in children developing a sound understanding of health and personal care. In addition, the childminder provides a range of healthy meals and snacks that include plenty of fruit and vegetables. The children learn about the local community and the natural world around them, and develop an awareness of the seasons. This is because they have regular opportunities to be active and access play activities outdoors, helping the children to develop a positive attitude towards exercise and supporting them in leading a healthy lifestyle.

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	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

The quality of the provision in the Early Years Foundation Stage	3
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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	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:

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:

- take action as specified in the early years section of the report (Records to be kept). 13/07/2011

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 in the early years section of the report (Records to be kept). 13/07/2011