

Inspection report for early years provision

Unique reference number	EY421834
Inspection date	27/07/2011
Inspector	Helen Blackburn
Type of setting	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.

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
W: 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 2011. She lives with her husband and three children aged eight years, six years and two years in the Oakworth area of Keighley. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor and first floor twin bedroom of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a cat and she keeps hens in her garden.

The childminder is registered on the Early Years Register and she can care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. The childminder is registered to work with an assistant. When they are working together, they may care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. The childminder is currently caring for three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in this age range.

The childminder takes and collects children from local schools and nurseries and she goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good relationships with the children and parents, which contributes to promoting children's welfare. The learning environment for children is safe and clean and the childminder promotes diversity, children's behaviour and independence well. Overall, most documentation, policies and procedures are in place to promote children's learning and the safe management of the setting. The children are happy and settled and they enthusiastically approach the good range of activities on offer, both indoors and outdoors. Good commitment and self-evaluation contributes to bringing about ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure that written parental consents include permission to seek emergency medical advice (Safeguarding and promoting children's welfare). 11/08/2011

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

- improve knowledge of the Local Safeguarding Children Board guidance and procedures to ensure an up-to-date understanding is attained
- develop further planning systems so that activities are based on children's interests and explore ways to ensure observation and assessment arrangements take into account all areas of learning.

The effectiveness of leadership and management of the early years provision

Overall, the childminder has good arrangements in place for safeguarding and promoting children's welfare. She has accessed recent child protection training. This means she has a good understanding of the possible signs of abuse, neglect and her responsibilities in reporting and monitoring concerns. However, although she has access to some safeguarding information and she has devised her own child protection policies, she has limited information on the Local Safeguarding Children Board guidance and procedures. The childminder ensures all adults living or working on the premises have undergone appropriate checks and she supervises any visitors to the home. This contributes to her keeping children safe and protected from harm. The childminder provides a safe and clean environment for children to play. For example, through her detailed risk assessment arrangements, safety checks and supervision of children she ensures she identifies any potential hazards and puts in place good measures to minimise accidents. Overall, the childminder maintains a good range of documentation, policies and procedures. This contributes to the safe and efficient management of the setting. For example, her comprehensive policies include dealing with complaints, promoting children's behaviour, health and equality. However, due to a slight omission on one of the several parental consents in place, the childminder does not obtain permission to seek emergency medical advice, which means a requirement is not met. The childminder organises her time and resources well to promote children's welfare and safety. For example, she arranges resources at child-height so that they can make safe and independent choices in their play. In addition, she manages her time well so that she successfully incorporates children's individual routines into the childminding day. Through making good use of the local environment and community, such as taking children on country walks, attending local groups and going on outings to places of interests, the childminder extends children's experiences. These activities contribute to promoting children's personal and social skills and help them to develop a knowledge and understanding of the world.

The childminder's commitment towards developing her practice and service is good. For example, she makes good use of self-evaluation and reflective practice to help her identify key areas for improvement. Self-evaluation is an inclusive process because it includes the views of her parents and children. For example, following discussions and questionnaires with parents and children, the childminder has improved how she shares her training records, she now uses diaries for older children and when planning outings she includes children's suggestions. This demonstrates her commitment to improve. The childminder accesses a good range of training courses and this supports her ongoing professional development.

The childminder has good relationships with parents. Through the regular exchange and sharing of information, the childminder knows the children well. This means she promotes continuity of care and ensures she meets their individual needs. The childminder's written policies, procedures, monthly newsletters, discussions and notice boards provide parents with good quality information about the service children receive. Comments on parental questionnaires are positive, especially regarding the homely and caring environment provided. Parents have good opportunities to access and comment on their child's progress, which promotes continuity in children's learning. The childminder understands the importance of working with others involved in children's learning, such as school or nursery. She is building up sound relationships with any settings children attend and working hard to overcome the barriers she encounters. In addition, if children need additional support or help the childminder recognises the necessity of working in partnership with other professionals, external agencies and parents.

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

The childminder manages illness, infection and hygiene well so that she promotes children's health and well-being. Through everyday routines, such as hand washing and discussions about germs the children are learning about the importance of good personal hygiene practices. The childminder provides nutritious meals and snacks for children and this helps them to learn about the benefits of making healthy choices. In addition, children are actively involved in growing a wide variety of fruit and vegetables, which the childminder incorporates into her menus. The children have good opportunities to be active and to access fresh air; this is because the childminder makes good use of her garden and countryside around her home. This support children's physical development and encourages them to lead a healthy lifestyle. Through activities, such as building and construction, mark making and exploring different medias, such as digging in the compost, children are developing good coordination and dexterity skills.

The childminder has positive and trusting relationships with the children. She provides consistent routines and she effectively incorporates children's individual needs into the day. This provides security for children and results in them feeling safe in her care. In addition, she helps the children to learn about ways in which they can keep themselves safe. For example, children learn about road safety on outings, they talk about stranger danger and they take part in regular fire evacuation practises. The children behave well and they have positive and cooperative relationships with their peers. For example, they negotiate with each other which boxes they would like for their models and they wait patiently for the sticky tape when others are using it. The childminder effectively uses praise to celebrate children's achievements, which means they have good self-esteem and confidence. The children are developing a good understanding of diversity and difference. This is because the childminder provides a good selection of experiences, activities and resources that encourage children to develop a respect for all people in society.

The childminder has a good understanding of how young children learn. She is actively involved in children's play and through these positive interactions; she supports and challenges children's learning. Overall, the childminder's observation, planning and assessment arrangements contribute to children making good progress in their learning. For example, she uses her observations to identify children's learning priorities. In addition, the childminder plans a good range of activities across all areas of learning. However, how she incorporates children's individual likes and interests into the activity planning and how she ensures she observes and assesses children's achievements across all areas of learning are still evolving. The children have a positive and enthusiastic approach to their learning. For example, they express their creativity when building models out of boxes and they use their imagination when playing with the airport and construction vehicles. In addition, the childminder supports children's literacy, problem solving and numeracy development well. For example, she regularly engages children in number rhymes, she encourages children to count in everyday situations, such as counting their pieces of fruit, she involves them in matching and sorting games and provides good opportunities for them to make marks and access books. The children are curious and inquisitive learners. For example, they explore their environment looking for wildlife in the garden and through composting and recycling, they are learning about environmental issues.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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

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
--	-----