

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343599
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Ingrid Szczerban

<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.

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## **Description of the childminding**

The childminder was registered in 2006. She lives in the East Ardsley area of Wakefield with her brother and two children aged 12 and eight. The dining kitchen, living room and conservatory are used for childminding, with toileting facilities on the first floor. An enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum number of five children any one time. At present there are four children on roll, two of whom are in the early years age range. All the children attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. Regular outings with children include visits to parks and toddler groups.

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

Overall the quality of the provision is good.

The needs of children in the Early Years Foundation Stage are predominantly met well. Good attention is given to promoting their learning and development. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are valued and respected as individuals. Partnerships with parents, carers and external agencies are good. The childminder assesses her provision effectively. She identifies areas for improvement and demonstrates a good capacity to continuously improve.

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

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

- improve further the security of the premises regarding the potential risk of children being able to leave unsupervised.

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

Children are safeguarded very well. All adults in the home have appropriate checks. The childminder keeps a log of all visitors to her home when children are present and she makes a record of injuries which are sustained by children at home. She has attended safeguarding training so she has a good awareness of the signs and symptoms of possible abuse, and she knows how to report any concerns she may have about children. Comprehensive written risk assessments are effectively implemented by the childminder to ensure that children are kept from harm. However, the keys to the front door are left in the lock, presenting the potential risk of children being able to leave unsupervised. The childminder holds a

current first aid certificate, she seeks all necessary written consents from parents, and meticulous records of accidents and medication are kept.

The home is clean, warm and well maintained, and separate paper towels are used to minimise the risk of cross-infection. All the toys and resources are well organised at a level for the age and stage of each child so that they can access appropriate resources safely and independently. All items used by children are of high quality and in good condition. The children are free to choose where they want to play because there is free access between the kitchen, living room and conservatory, and they can readily access the outdoor area. Therefore, they are autonomous and gain in confidence. The conservatory is completely child-orientated. Interesting displays deepen children's understanding of the wider world and seeing their own artwork on the walls gives them a good sense of belonging in the setting.

The childminder manages her provision well and shows a positive commitment to continuous improvement. She has made good strides to evaluate and improve the service she provides. Further training, such as child protection, is attended and the recommendations from the last inspection are fully implemented. As a result, the documentation which underpins the welfare needs of children is improved. She seeks the views of parents, and children's interests are followed when planning activities. The local early years development worker has helped the childminder to improve her recording of children's development. The childminder has future plans to enrol on a course to become a qualified practitioner.

Partnerships with parents and carers are good. Parents have access to all of the policies and procedures. They are informed of their child's activities via a shared daily diary and take home their child's development record each weekend so that learning is shared between the settings. The childminder gathers detailed information before children start and follows their individual home routines so that they settle in quickly. The childminder has established good links with the school that children attend to ensure that individual learning is complemented well.

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

The children make good progress in their learning and development. Accurate observations and assessments are made by the childminder in the development records. These include what children are interested in and what they are learning, and their individual next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered. The childminder gathers detailed information from parents before children begin their placement in order to plan activities for their individual interests. For instance, when parents say their child likes to be outdoors, the childminder plans for them to go on outings and visit parks.

Children are polite, well behaved and get on well together. The children are happy and settled because the childminder provides a regular routine for them based entirely around their needs, such as snack time. They feel safe and are at ease in

their warm and loving relationships with their childminder, who provides them with lots of smiles, words of encouragement and practical support. High levels of individual attention are given to children and they are self-assured in their surroundings. Shy children become more confident because the childminder takes them to groups where they gradually make friends.

Active, healthy lifestyles are promoted well. The childminder engages children in theme work and discussions about which foods are good and bad for them, and the parents provide them with fresh fruit and vegetable sticks for snacks. Children love to be active and opportunities for them to run, climb and balance are provided daily by the childminder. They are adventurous and can negotiate challenging obstacles, such as crossing rope bridges in the park. Children learn about keeping safe. The childminder teaches them about road safety and they practise the fire drill. Theme work with children about people who help us and talking to strangers reinforces their understanding about how to stay safe.

Children communicate effectively and talk with the childminder as they play. They love books and to have stories read to them. Frequent mark making opportunities are provided by the childminder, and all the storage drawers are labelled so children begin to understand that print carries meaning. Weighing scales, tools and activity centres are investigated by children to find out how things work. Children are excited to learn about the world around them. On outings they do bug hunts, and they visit many interesting places, such as a museum in York. Sustainability is promoted well by the childminder and she shows children how to separate waste for recycling.

Children express their creativity through music making, role play and a host of art and craft activities. They assign characters to two sock puppets and make up pretend conversations between them. When riding wheeled toys they pretend they are police officers and make siren noises.

## 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
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### 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

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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

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