

## Inspection report for early years provision

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<b>Unique reference number</b>	401056
<b>Inspection date</b>	21/10/2011
<b>Inspector</b>	Ros Vahey
<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 1992. She lives with her husband in a house close to the centre of Ripon. The ground floor of the house is used for childminding purposes, with a bathroom on the first floor. There is an enclosed garden for outdoor play. The family has two pet rabbits outside and a fish tank indoors.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight. There are currently 2 children on roll in this age range. Children attend for a variety of sessions on a part-time basis. The childminder takes and collects children from the local primary school and attends the local playgroup and other activities in the community. The setting supports children with special educational needs or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development because the childminder knows the children well and works closely with their parents and carers. This also ensures that children's individual needs are sensitively met. Children's learning is supported by a wide range of toys and resources available to them. The overall partnership with parents and the playgroup provides a shared commitment to meeting the children's ongoing needs. She takes steps to evaluate the provision which includes identifying strengths, although systems for reviewing inclusive practice, cultural diversity and identifying children's next steps for learning, are less developed.

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

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

- put in place a written complaints procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Safeguarding and welfare) 25/11/2011
- request written parental permission at the time of the child's admission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare). 25/11/2011
- keep a record of the risk assessment, clearly stating when it was carried out, by whom, update of review and any action taken following a review or incident (Early learning goals). 25/11/2011

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

- develop observation and assessment systems to consistently and clearly identify next steps for children as they progress towards the early learning goals
- make arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices
- improve children's opportunities to develop positive attitudes to diversity with respect to different cultures and beliefs.

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

Children are safeguarded and protected in the setting because the childminder follows local safeguarding procedures. Her knowledge about child protection is secure and she has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. Children are kept safe whilst in the childminder's care because she is vigilant and supervises the children sufficiently. She carries out her risk assessments which cover all areas of her home, including the garden and trips. However, these are inconsistent and lack reviews. This means children are generally protected when using equipment and resources, such as the wheeled toys, as well as when going to the local playgroup which they do each morning. Whilst the childminder further protects children because she keeps clear records about medication and attendance, she does not securely record parental permission when the child first attends to any necessary emergency or medical care or treatment.

The childminder is knowledgeable about the Early Years Foundation Stage and uses her knowledge, experience and common sense to support children in their learning. The environment is well organised. There is a wide range of exciting resources for children to choose from, including a range of technological toys, such as laptops and electronic toys, for very young children to help them explore their environment. Children are able to choose what they would like to play with and can access resources for themselves, such as books. The childminder has a variety of natural resources which are well used to provide stimulating exploratory play, emphasizing touch, sound, smell and other senses. This means that most children are able to thrive and make reasonable progress in their development. She also has a range of suitable resources for older children, including a variety of games to share and take turns. The childminder provides support for children with special educational needs and/or disabilities. She has an SEN policy and adopts an inclusive approach, stating clearly her willingness to make reasonable adjustments. For example, she is learning to use signing to aid communication skills along with parents and makes effective use of resources to match individual special educational needs. However, arrangements for reviewing, monitoring and evaluating the effectiveness of her inclusive practice are unclear.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as what they can do themselves

as well as their dietary, personal care and medical needs. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points. This means that parents feel involved in their child's learning. However, there are few planned experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute to supporting children's welfare and learning, although complaints procedures are lacking.

The childminder offers particularly sensitive and caring support to children who have special educational needs and/or disabilities. She adopts a patient, inclusive approach towards children who face barriers to learning. Children are learning to develop positive attitudes towards themselves and others because the childminder challenges any discriminatory comments. They use some resources which promote diverse cultures and share experiences of overcoming disability. However there are insufficient opportunities to promote cultural diversity or to teach them about other cultures and beliefs.

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

Children really enjoy being in this setting and are familiar and secure in its routines because the childminder is kind and careful to meet their needs. Children are able to move freely and safely around the setting because the childminder ensures their environment is reasonably safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's health is promoted to a satisfactory level by the childminder. They are starting to learn about making good choices in food because they are offered healthy options, such as fruit, and they grow fresh vegetables at the allotment. Children are able to get out in the fresh air on most days and enjoy an active participation in the local playgroup. Most of the children are developing physical skills in walking and running because they make use of a variety of resources. For example, they enjoy being outside and watching other children and use the sand and water and other equipment to test and challenge their skills.

Children are making steady progress towards the Early Learning Goals because the childminder plans activities sensitively around their interests and needs. She observes what they can do on an ongoing basis and keeps photographs for their parents so that their progress is shared and celebrated. Systems are weaker when it means recording their progress so that what they need to do next is identified. Children are developing communication and language skills. They enjoy looking at books and have favourite nursery rhymes because the childminder pays attention to using resources which meet their individual needs. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with crayons through drawing favourite spider pictures. Children have opportunities to solve problems through everyday situations or to play with new ideas, which means that their ability to think critically and ask questions, is developing. The childminder promotes children's knowledge and

understanding of the world through a variety of activities, such as using play dough, play with small world figures and a wide variety of art and craft activities. The childminder also works closely with the playgroup so that children enjoy extended opportunities to have their social and emotional development and learning stretched still further. Children are also gaining confidence in using technology as they access a variety of games and electronic cause and effect toys. This means that children are also developing skills for the future.

Children behave generally well in the setting. This is because the childminder offers clear expectations and consistent expectations about behaviour and developing independence. Children are learning about their own cultures and beliefs, as well as about celebrating differences, because they celebrate birthdays together. However, there are too few opportunities provided to promote positive attitudes towards other cultures and beliefs.

## 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:

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:

- make copies of the of the written statements of the complaints procedure available to parents (Providing information to parents). 25/11/2011

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:

- make copies of the written statements of the complaints procedure available to parents (Providing information to parents). 25/11/2011