

## Inspection report for early years provision

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<b>Unique reference number</b>	EY259941
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	Helen Blackburn

<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 2003. She lives with her husband, adult son and teenage son in the Middlestown area of Wakefield. The whole of the childminder's property is used for childminding purposes, except for the living room and bedrooms. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools, nursery and pre-schools. The family has a tortoise as a pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has good relationships with the children and parents and she shares some information with other settings involved in children's care. The childminder provides a safe and clean learning environment for children to play, where they access a good range of activities and resources. The children behave appropriately, they are able to make independent choices in their play and through activities and discussions, they are beginning to learn about the world in which they live. Overall, most documentation, policies, procedures and observation arrangements contribute to appropriately promoting children's learning and the safe management of the setting. The childminder's commitment to promoting continual improvement is sound and she has some systems in place to help her evaluate her service.

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

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

- improve the safeguarding children policy and procedures so that they are in line with the most up-to-date Local Safeguarding Children Board guidance and procedures
- improve self-evaluation processes to ensure systems are robust in identifying the setting's strengths and priorities for development, including adopting a whole setting approach by involving parents and children
- improve how observations are used to identify and plan for individual children's learning priorities
- improve information sharing with other settings where children receive education and care to promote continuity and coherence in children's

learning.

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

Overall, the childminder's arrangements for safeguarding and promoting children's welfare are sound. She has an appropriate understanding of her responsibilities in protecting children from harm. For example, she is aware of the possible signs of abuse and neglect and she knows which agencies she must contact if she has concerns. However, although she has accessed and has regard to the Local Safeguarding Children Board guidance, the information she currently has is not the most up-to date guidance. All adults living on the premises complete appropriate checks and she supervises any visitors to the home. This contributes to keeping children safe and protected from harm. Overall, the childminder maintains a sufficient range of documentation, policies and procedures. This contributes to the appropriate and safe management of the setting. For example, she has written policies that outline how she manages children's behaviour and promotes equality. The childminder provides a safe and clean learning environment for children to play. She is able to manage this because she carries out regular risk assessments of her home and outings. This includes keeping a record of these risk assessments, which includes outings, although it does not include all the outings and trips she has actually assessed. She is vigilant in supervising children and this alongside her risk assessments means she puts in place appropriate safety precautions to minimise accidents. The childminder makes good use of her time and resources to promote children's welfare and learning. For example, she incorporates children's individual needs into the day to promote continuity of care, such as sleep routines. Through good organisation of resources, children can make safe and independent choices in their play. In addition, she makes good use of the local community to extend children's experiences. For example, she takes children to the local park, they visit museums and enjoy walks in the woods around her home.

Overall, the childminder's commitment to developing her practice and service is sound. For example, she seeks advice and guidance from her local authority and other early years professionals. In addition, she understands the value of self-evaluation as a way to evaluate the effectiveness of her service and practice. The childminder has taken some steps to improve her service, for example, through the recent development of her garden, she is now able to offer children a safe space to play outdoors. In addition, through appropriately addressing the recommendations from her last inspection, she demonstrates her commitment and capacity to improve. However, her self-evaluation processes are in their early stages of development and not sufficiently robust in monitoring all aspects of her service. This includes ways in which she involves parents and children in the process.

The childminder has good relationships with the parents and they work well together to meet children's individual needs. For example, through good communication and information sharing the childminder knows the children well. Through written policies, procedures, notice boards, sharing children's progress and daily diaries, parents receive good quality information about the service and

their child's day. The childminder shares some information with other settings children attend, however, this is generally around their care needs and more limited in regard to children's progression and learning. The childminder is aware of the importance of working in partnership with any other professionals or external agencies so that she ensures children receive any additional support or help they may need.

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

The childminder's arrangements for managing illness, infection and hygiene are sound and this means she appropriately promotes children's health and well-being. For example, through everyday practical routines, such as hand washing, she helps the children to learn about the importance of why they need to adopt good personal hygiene practices. Through promoting social mealtimes and discussing children's packed lunches and meals, the childminder is raising their awareness of making healthy choices. The childminder supports children in leading a healthy lifestyle because she ensures they have regular opportunities to be active and to access fresh air. For example, children enjoy playing at the local park and they enjoy walks in the woods. In addition, babies enjoy the space and freedom available so that they can roll, crawl, reach for toys and use the furniture to get around. Through activities, such as baking, painting and sticking, children are developing their coordination and dexterity skills. This is because they are able to use small tools, such as spreaders, paintbrushes and when they bake, they mix, pour and roll the mixture.

Overall, observation, planning and assessment arrangements contribute to children making steady progress in their learning. The childminder knows the children well and she is aware of their abilities, likes and interests. However, although she observes the children, she has not fully developed how she uses these observations to identify children's next steps so that she can plan for these accordingly. However, although there are gaps in the childminder's observation arrangements, she does ensure children access a good range of activities and experiences across all areas of learning. For example, through providing pens and paper, she supports the older children as they become interested in writing their own name and through activities, such as tea parties, children use their imagination and learn about simple mathematical concepts as they count the plates and match the cups and saucers by colour. The children are happy and they have a positive and enthusiastic approach to their play. For example, babies eagerly explore their surroundings, smiling with pleasure when they reach toys that interest them.

The childminder has good relationships with the children and this alongside established routines and continuity of care, children feel safe and secure in her care. In addition, children learn well about the importance of keeping themselves safe. For instance, they practise road safety on outings and the childminder reminds them how to play safely around each other. The children behave appropriately for their ages and the childminder encourages them to have positive relationships with each other, for instance, through promoting social mealtimes.

Through play and discussions, she appropriately helps children to learn about right and wrong, such as sharing and taking turns. The childminder makes good use of praise to celebrate children's achievements, which means they have good self-esteem and confidence. Through a sufficient range of activities, celebration of festivals, resources and discussions, the children are beginning to learn about the world in which they live and a respectful attitude towards all people in society.

## 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	2
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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	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: Met

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