

Inspection report for early years provision

Unique reference number	EY432283
Inspection date	14/02/2012
Inspector	Rachel Ayo

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 2012

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 and lives with her husband and their two children aged three years and one year in the Elland area of Halifax in West Yorkshire. The whole of the ground floor is used for childminding purposes, along with a first floor bathroom and there is a secure outdoor play area to the front of the property. The premises are within easy reach of public transport, shops, parks, schools and community resources. The family have a pet cat, a dog and a hamster.

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 four children under eight years at any one time, of whom no more than one may be in the early years age range. When working with an assistant she may care for a maximum of four children under eight years, all of whom may be in the early years age range. She is currently minding one child in this age group. The childminder has a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and clearly at ease in the childminder's home. Their welfare is promoted with success overall and there are generally effective arrangements for helping them make progress in their learning and development. Positive partnership working with parents, including the systems for sharing information, results in children's individual needs being met appropriately. Systems for self-evaluation are in the early stages at present, although, areas for improvement are adequately identified.

What steps need to be taken to improve provision further?

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

- ensure that rooms are maintained at a temperature which ensures the comfort of the children
- review the arrangements for certain hand washing routines and nappy changing to ensure that such matters are included in the risk assessment to fully minimised the spread of infection
- establish children's starting points in line with the expectations of the early learning goals to fully support their learning and development.

The effectiveness of leadership and management of the early years provision

Adults in the home are vetted and the childminder is able to identify possible signs of child abuse or neglect and the procedures to be followed in the event of such a concern. Hazards are identified and minimised appropriately to keep children safe,

including through the use of a daily checklist. Procedures, such as, taking first aid equipment and laminated badges with the childminder's contact details on, help to promote safety on outings. The home and front garden are secured and regular evacuation drills promote fire safety. All required documentation is in place to promote the efficient and safe management of the provision and the childminder has devised a wide array of written policies and procedures to support her practice.

The childminder has recently begun to establish systems for self-evaluation by commencing the Ofsted self-evaluation document in order to identify key priorities for future development, such as further training. Although, she does link with her mentor and local authority advisor. Parents are provided with a questionnaire after their child has been attending for four weeks in order for them to be involved in sharing their views.

Parents are well informed about the provision and care of their children through access to a detailed information file. 'All about me' forms enable them to share what they know about their child and a daily diary and displayed notices, for example, provide ongoing communication. Parents are appropriately involved in supporting next steps for learning at home and parents' evenings are planned to provide a more formal system for sharing children's progress.

Resources are readily accessible to children and are adequate in depicting positive images of diversity in order for children to value and appreciate the similarities and differences between themselves and others. Although there is no requirement to do so at present, the childminder is aware of establishing links with other providers or professionals involved with a child in order to ensure inclusion and ensure a coherent approach.

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

Although children are new to the setting, they are confident and relate well to the childminder, who shows good levels of interest in what they say and do. Areas are maintained appropriately overall, although, the designated play room is cold. The childminder plans a variety of activities across the six areas of learning and has generally good arrangements in place for individualised observational assessment. However, there are no systems in place for establishing children's starting points in order to effectively identify what they know and can do to ensure they make optimum progress.

The childminder provides healthy meals and snacks, which include homemade food, such as, tuna pasta. This encourages children to make good choices about what they eat. She has also completed a local authority dental health award to support her provision of food and drink. Appropriate hygiene routines are in place in most aspects. For example, the childminder has completed level 2 food hygiene training and children enjoy putting their hands under the soap dispenser to wash them before eating. However, they are not encouraged to wash their hands after

wiping their nose and the childminder changes nappies on a rug in the lounge, as opposed to using appropriate equipment. The childminder primarily uses local areas, such as, the park to provide children with regular fresh air and exercise, although, a sand and water tray is available in the front garden during the better weather.

The environment is rich in print to support children's early literacy skills. The childminder encourages their fine motor skills by showing them how to pierce the pasta with their fork, for instance. Children readily make their needs known and the childminder extends their language further by sitting alongside them to look at books and talk about what is happening. As the childminder requests help with tidying up before lunch, children respond enthusiastically by putting blocks into a box and putting dough tubs into a drawer in imitation of the childminder. In recognition of their helpfulness, children are rewarded with a sticker, which fosters their self-esteem and values good behaviour.

A bright and stimulating learning environment is created with a good range of toys and a wide array of signs and posters. Crescent shaped lighting behind draped material, for example, further enhances the creative play room. Children explore resources with interest. They investigate dough by pulling it apart and giggle with delight as they manoeuvre the canvas ceiling swing, which they place a teddy or doll in. They express their imagination with a variety of role play toys, such as, a pram. The childminder suitably encourages children to learn about keeping safe, for example, by encouraging children not to stand on chairs or walk around when eating.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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	2
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	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