

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381052
<b>Inspection date</b>	24/02/2012
<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.

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 2008. She is registered to work from her daughter's home, who lives with her two children aged seven years and 20 months in the Boothtown area of Halifax. There are schools, shops, parks and public transport links in the local area. The whole of the ground floor and the first floor bathroom of the property is used for childminding. The children have access to a fully enclosed garden for outdoor play. The childminder is able to take and collect children from local schools, nursery and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe learning environment for children to play. She encourages them to behave appropriately, be independent and she is beginning to help them learn about the world in which they live. Overall, the childminder maintains most documentation and in the main, she sufficiently understands most procedures to promote the safe management of the setting. The childminder has good relationships with parents and children. The childminder has a good understanding of how young children learn and she ensures children access a good range of activities to promote their learning. Overall, good self-evaluation processes and commitment contribute to the childminder bringing about improvement.

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

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

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times (Suitable people) (also applies to both parts of the Childcare Register) 15/03/2012
- improve documentation so that the record of risk assessments clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 15/03/2012
- request at the time of a child's admission to the provision, written parental consent to the seeking of any necessary emergency medical advice or treatment 15/03/2012

in the future (Safeguarding and promoting children's welfare).

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

- ensure an up-to-date understanding of the Local Safeguarding Children Board guidance is attained, including procedures for dealing with allegations of serious harm or abuse by any person living or working on the premises
- improve experiences and activities that help children explore, question and embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

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

The childminder's arrangements for safeguarding and promoting children's welfare are sound. Overall, she has a sufficient understanding of her responsibilities in protecting children from harm. This is because she is aware of possible signs of abuse and neglect and she knows the procedures for reporting any concerns to appropriate agencies. Although, her understanding of dealing with allegations against adults is more basic. In addition, although the childminder has some information on the Local Safeguarding Children Board guidance, because she has only recently started to care for children, she has not checked whether she has the most up-to-date information and contact details. The childminder ensures all adults living or working on the premises complete 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 learning environment for children to play. She manages this because she carries out risk assessments and safety checks of the home, resulting in her putting precautions in place to minimise accidents. The childminder maintains most documentation, policies and procedures, which overall contribute to promoting the safe management of the setting. For example, her policies include how she promotes positive behaviour, equality and deals with complaints. However, some documentation is missing or lacking some information, resulting in breaches in some specific legal requirements. For example, although the childminder is in the process of updating her first aid training, her current certificate has expired. In addition, her risk assessment record does not include all mandatory information and she does not request written consent from parents when a child is admitted to the seeking of emergency medical advice or treatment in the future. The deployment of resources is good. For example, good organisation of resources enables children to make safe and independent choices in their play. In addition, the childminder makes good use of her local community to extend children's experiences. For example, she takes them to the local park, children centre, library and other places of interest.

The childminder's commitment to developing her practice and service is good. Overall, through good use of self-evaluation and reflective practice, the childminder identifies her priority areas for development to promote positive

outcomes for children. However, there are some gaps in the self-evaluation around checking documentation. The childminder promotes an inclusive approach to her self-evaluation because she welcomes any ideas and comments from parents, children and other professionals. In addition, she accesses training to develop her skills. This includes gaining a recognised early years qualification to Level 3.

The childminder has good relationships with parents. For example, they regularly exchange and share relevant information, which promotes continuity in children's learning and care. Through a varied range of written policies, procedures and discussions, parents receive good information about the service children receive. The childminder encourages parents to be involved in their child's learning. For example, she encourages them to comment on children's progress in their daily diaries. The childminder understands the importance of working in partnership with others. For example, if children start to attend other settings, such as school or if any other professionals or external agencies become involved in their care.

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

The childminder's arrangements for managing illness, infection and hygiene are good. For example, through everyday routines, such as hand-washing, the children are developing a good understanding of personal hygiene practices. For example, the childminder regularly reminds younger children of the importance of blowing their noses. The childminder provides children with nutritious and healthy meals and snacks. This includes children making their own foods, such as pizza with healthy toppings. This contributes to children learning about the importance of making good food choices. The children have regular opportunities to play outside, go on walks and visit parks. This promotes children's physical development and encourages them to lead a healthy lifestyle. The children are also developing good coordination and dexterity skills. For example, they draw, and use small tools, such as paint brushes, glue spreaders, rolling pins and cutters when playing with dough or making their butterfly pictures.

The childminder's relationships with the children are good. Through providing consistent routines, which incorporate children's individual needs, the children feel safe and settle quickly in her care. The children are developing a good understanding of ways in which they can keep themselves safe. For instance, they learn about road safety on outings and practise what to do if they need to evacuate the home. The children behave appropriate for their ages and through play, they learn about being kind to others, sharing and taking turns. This supports children in developing cooperative and positive relationships with their peers. Through the childminder making appropriate use of praise, the children are confident learners who have good self-esteem and a positive self-image. The children have some opportunities to learn about the world in which they live, diversity and difference, especially when they access resources and activities at local groups. However, resources and activities within the home are limited to help children learn about different cultures, genders, beliefs and disabilities.

The childminder has a good understanding of how young children learn and of the

importance of observation, planning and assessment. Through her observations, she knows children well, their likes and abilities. This means she plans a good range of activities to meet their individual needs so that they make good progress in their learning. However, the childminder is looking at new ways to record and monitor children's progress and she is still to review if her new approach is effective. The childminder is actively involved in children's play and she ensures children access a good range of activities and experiences. This results in children being happy and enthusiastic learners. For example, children use their imagination when they play at nurses, taking the temperature of their dolls and teddies. They freely express their creativity when making fire engines out of the bricks or when designing their butterfly pictures. In addition, through songs, counting everyday objects, such as bricks, children learn about number, shape and colour.

## 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	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>	3
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	3
The effectiveness of safeguarding	3
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
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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	3
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:

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 15/03/2012

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 15/03/2012