

Inspection report for early years provision

Unique reference number	EY347809
Inspection date	12/03/2012
Inspector	Mr Rasmik Parmar

Type of setting	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 2007. She lives in Bailiffe Bridge, Brighouse, West Yorkshire, with her husband, who is her assistant. Her adult daughter is also an assistant. The ground floor of the home is available to children. There is an enclosed garden for outdoor play. The childminder lives close to local amenities, including a library, parks and shops.

When working alone, the childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. When working with an assistant, she may care for a maximum of 10 children under eight years, of whom no more than six may be in the early years age range. She is currently caring for seven children in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy in the care of the childminder and her assistants who ensure that their needs are met. They are making satisfactory progress in their learning and development. However, there are no systems in place to record children's starting points, identify their next steps and track their progress. Safeguarding arrangements are effective. Partnership with parents and other settings is developing, although the sharing of children's assessment records is not established. Systems to reflect and evaluate practice are satisfactory, in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's assessments records to show their starting points, and evaluate the observations to identify the next steps in learning to inform future planning and track children's progress towards the early learning goals
- develop further information provided to parents about their child's progress in learning and development
- develop links with other providers where children attend more than one setting to ensure coherence and consistency in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has all the required documentation to ensure children's welfare is effectively safeguarded and promoted. She has a good knowledge of the signs and symptoms to be mindful of and is confident to talk to parents about any concerns, putting the welfare of children first. Satisfactory risk assessments, covering all areas of the home and outings, ensure risks to children are identified and minimised. She ensures the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted, or is not known, is never left alone with children. In addition, the childminder and her assistants hold current first aid certificates, which means they are able to act in the best interests of children should an accident occur.

The childminder provides a child friendly environment which is suitably organised with a sufficient variety of resources, so that all children are freely able to access resources independently. The childminder and her assistants demonstrate a positive attitude to inclusion and are able to meet the needs of children with additional needs. A satisfactory range of resources, which promote all aspects of inclusion, are used to promote children's awareness of the similarities and differences that exist amongst people.

The childminder engages with parents and ensures that they receive verbal communication at the end of the day about the child's welfare. She liaises closely with parents with regards to potty training and has suggested that similar reward systems are used at home in order to provide consistency for the child. However, the quality of information provided to parents with regards to their child's progress towards the early learning goals is not fully established. Hence, they are not kept informed about their child's learning and development.

Children also attend other settings providing the Early Years Foundation Stage, such as a nursery and pre-school. However, the childminder does not share information with them about the children's assessment records to ensure continuity in learning and development.

The childminder has evaluated her provision and identified her strengths and areas for improvement of her service as part of maintaining continuous improvement.

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

Children make satisfactory progress in their learning and development. The childminder has made a start on observing children to find out what they know, can do and enjoy. This forms part of an ongoing record of assessment that includes photographic evidence and children's artwork. However, she has not used children's starting points as a basis for carrying out observations, and these are not consistently evaluated to identify children's next steps in their learning or to inform

future planning. Also, there are no systems for tracking children's progress towards the early learning goals.

Children's communication skills are supported and activities such as role play provide opportunities to express themselves and use language in a range of different situations. They are successfully learning how to count and how to problem solve through access to puzzles and jigsaws. They use different media and materials to create art work to support their interests. Children are learning about their local community through visits to the toddlers groups, play gyms, and farms, developing their social skills. There are opportunities to play outside and be physically active in the park and they regularly play on large climbing apparatus. This helps children develop a clear understanding of how exercise contributes to a healthy lifestyle.

Children's independence and self-esteem is well supported. They are able to express their own ideas for what they want to do and to select activities for themselves. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. Children learn how to behave well and their art work is displayed on the walls as a celebration of their achievements. This helps to boost their confidence and self-esteem.

Consideration is given to ensuring that children understand the importance of personal hygiene. They are provided with a good level of encouragement and are cared for in a clean environment. The childminder follows hygienic routines when changing nappies by wearing plastic gloves and aprons. Children wash their hands with anti-bacterial liquid soap and dry their hands on paper towels. They enjoy healthy home cooked meals, such as stew and casseroles, prepared the night before, then refrigerated and warmed before being served to children. Children have independent access to drinking water.

Children are actively encouraged to develop an understanding of how to stay safe because the childminder constantly teaches them road safety and about safety in the home. During outings children are always in very close proximity to the childminder and younger children wear safety reins for added safety.

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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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