

Inspection report for early years provision

Unique reference number	EY365421
Inspection date	12/03/2012
Inspector	Helene Terry
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2007. She co-childminds with her husband from their home in Brighouse, West Yorkshire. They live with their seven year-old child. The whole of the ground floor of the home is used for the children. The rear and side gardens are used for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. When working with her co- childminder this may increase to eight, of whom no more than six may be in the early years age range. At present, they have seven children on roll between the ages of one and 10 years; most of whom attend for various sessions throughout the week. The childminder takes children to and from the local schools. This provision 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.

The children benefit because the childminder has a sound understanding of their individual needs and takes positive steps to ensure they are all included in activities. The children's welfare is promoted generally well and the provision of interesting and fun play opportunities helps them to make good progress in their learning and development. Partnerships are generally effective in meeting the needs of children, with some information being shared. The childminder currently uses adequate systems for self-evaluation, which helps her continue to develop the provision. She has addressed recommendations from her last inspection successfully to demonstrate her commitment to driving improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop systems to match observations of children to the expectations of the early learning goals across all six areas and use these observations to identify learning priorities
- develop further resources that provide positive images which challenge children's thinking and help them embrace diversity in society, in particular around disability
- develop further the use of self-evaluation processes as the basis for ongoing internal review; assessing what the setting offers against robust and

- challenging quality criteria
- develop means of involving parents in contributing to the observations, assessment and planning for their child.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good knowledge and understanding of child protection issues, and keeps her training up to date. Safeguarding arrangements are shared with parents. All adults in the home have been vetted to further protect children. There are thorough risk assessments of all aspects of her home to ensure that the environment is safe for the children. However, records do not contain details of risk assessments for outings, although these are visually checked and there are sound procedures for outings to keep children safe. Overall, documentation and records are well maintained and shared with parents effectively. However, the certificate of registration is not displayed, which is a breach in conditions of registration. However, the provider gave a reasonable excuse for doing so and, on this occasion, Ofsted does not intend to take further action.

The childminder organises resources well to ensure that children have space to play. Toys and equipment are at child-height in the lounge to encourage choice and independence. The childminder recognises each child is unique and works with parents to meet their individual needs. Children learn to value and respect the similarities and differences of others through discussions and activities, and they access some resources that positively portray diversity in society. However, resources that represent disability are limited.

The childminder builds positive relationships with parents. They are suitably informed about her practice through discussion, written policies and procedures and notices are displayed. They regularly exchange information about children's activities and achievements through discussions. Parents can view their child's development records, however, they are not encouraged to contribute to these records, which potentially hinder children's progress. Partnerships with other agencies involved in the care and learning of children are developing.

Procedures for monitoring and evaluating the setting are adequate, although there are no robust systems in place to clearly identify strengths and areas for improvement. However, all the recommendations identified at the previous inspection have been addressed and the childminder is currently developing additional facilities for the children, which include a playroom and a child friendly outdoor play area.

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

The children have a good introduction to leading healthy lifestyles and keeping safe. They benefit from daily physical activities outdoors in the fresh air and from the opportunities they have to enhance their physical skills. Children follow good personal hygiene routines as they learn to wash their hands before meals and after visiting the bathroom. They enjoy a healthy balanced diet, which includes lots of fruit and vegetables, and they discuss how a healthy diet promotes good health when looking at books. Safety in the home is taught through everyday activities and children confidently talk about why they need to wear sun cream when playing in the sun. Children also learn about road safety when on outings and they take part in the regular fire drills, so that they know what to do in an emergency.

Children take part in a wide range of interesting and stimulating activities that are child-initiated or adult-led. The childminder uses her observations of the children to plan activities; taking into consideration children's stage of development and their interests. However, observations of the children are not clearly linked to the Early Years Foundations Stage and their next steps in development are not clearly identified. This potentially gives rise to gaps in their learning. The children have lots of opportunities to engage in active learning. For example, they visit places of interest, such as the Sikh temple and the fire station, to learn about people who help us and to develop an understanding of people's different values and beliefs. They enjoy lots of activities to express their creativity. They delight in making paper flowers and have the freedom to experiment with paint, glue and collage materials. Children's language skills are developing well. They use language very well to express themselves and enjoy talking about their friends, family and their likes and dislikes. Children develop their understanding of problem solving, reasoning and numeracy as they bake and complete jigsaws, and number names are introduced into everyday activities. They learn about shape, measure and size and, when asked, confidently say that an elephant is a big animal. Children count very well to 10 and beyond and the childminder extends the use of numbers further by asking a child to calculate how many more animals they will have if they add one more.

The behaviour of the children is good. They learn to share, take turns and be considerate to others. They use terms, such as 'please' and 'thank you' and respond well to praise and lots of cuddles. As a result, children feel a sense of security and develop self-esteem and confidence.

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	2
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

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

Outcomes for children in the Early Years Foundation Stage	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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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