

Inspection report for early years provision

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Inspection date	13/03/2012
Inspector	Helene Terry
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.

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. He co-childminds with his wife 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 his 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.

Children are making clear progress in all areas of learning and development. They are happy, confident, have a sense of belonging and feel safe in their surroundings. Overall, their welfare needs are met. Partnerships are generally effective in meeting the needs of children and some information is shared. The childminder currently uses adequate systems for self-evaluation which helps him to continue to develop the provision. He has addressed recommendations from his last inspection successfully to demonstrate his 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's well-being is effectively safeguarded because the childminder has a good knowledge of child protection issues and understands the procedures he should follow if he has a concern about a child. Furthermore, all adults in the home have been vetted to ensure their suitability. Frequent risk assessments, covering all aspects of the home, ensure children are cared for in a safe and secure environment. Although the childminder completes visual risk assessments for outings and clearly demonstrates how he makes each outing safe, these are not included within the records. Overall, documentation and records are well maintained and shared with parents effectively. However, the certificate of registration is not displayed. This is a breach in conditions of registration. The provider gave a reasonable excuse for doing so and, on this occasion, Ofsted does not intend to take further action.

The setting is generally inclusive. Space, time and resources are used effectively and children are able to access many resources safely for themselves, so that they can make decisions in their play. Some of the resources reflect positive images of the diversity of our society and this helps children begin to understand and respect people's differences and similarities. However, the resources that reflect disability are limited.

The childminder builds positive relationships with parents. They are suitably informed about his practice through discussion, notices and written policies and procedures. They regularly exchange information about children's activities and achievements through discussions. Parents can view their child's development records at any time, although they are not encouraged to contribute to these records and this potentially hinders children's progress. Children's individual needs are identified and supported well. Although the childminder has not yet had the need to work with other professionals who support the well-being of young children, he is fully aware of the need to do so, should the need arise. Relationships with other early years settings that children attend are still developing.

The childminder adequately monitors and evaluates his practice to make improvements. For example, training is kept up to date and improvements are being made to both the outdoor area and play room. However, self-evaluation is not yet fully robust. Recommendations identified at the last inspection have been successfully addressed to enhance the welfare of the children.

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

Children enjoy their time with their childminder. They make good progress in their learning and development and take part in a good balance of adult-initiated and child-led experiences. Planned activities are flexible and take account of children's individual interests and stages of development. The childminder watches the children as they play to assess their development and he supports his co-childminder in maintaining children's developmental records. 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 childminder supports the children very well as he responds appropriately to their needs and extends their curiosity and learning. He offers encouragement, clarifies their ideas and asks children open ended questions that make them think. For example, as the children mix the paint the child asks for a dark green, the childminder asks the child what colour they need to make the green darker and they discuss the range of colours, looking at light and dark shades. The child decides on blue and shows great pleasure as the green shade grows darker.

Children have lots of opportunities to develop their language and literacy skills. The childminder constantly talks with them about what they are doing to help them link words to actions. They learn new words as they help chop the apple for snack and talk about the skin, core and pips. Children delight in mark making and develop pre-writing skills when using a variety of tools, such as brushes, pens and crayons. More able children are beginning to write their names, whilst younger ones draw lines and squiggles with some identifiable letters associated with their names. Children make good progress in their problem-solving, reasoning and numeracy skills as the childminder supports the children to develop their understanding further. For example, they complete jigsaws and a variety of activities, such as baking, to develop their understanding of shape, sequence and measuring. Three and four-year-olds count very well to 10 and beyond and they readily identify opposites when they look at books. The children enjoy lots of interesting and varied experiences to develop their knowledge and understanding of the world. They celebrate a variety of festivals from around the world and have visited a Sikh temple. They have also enjoyed a visit to the fire station to see the engines and speak with the fire-fighters.

Children are learning to be independent; they help to prepare snacks, address personal care and choose activities that they want to do. They take part in lots of creative activities to help them express their thoughts and feelings, such as gluing, painting and modelling. Children delight in the feel of the paint and are encouraged to experiment. This was demonstrated by a painting activity that evolved into mixing colours and hand painting. As well as painting their own hands, children enjoyed painting the hand of the childminder and compared the size of the hand prints.

Children are very well behaved in the childminder's care. Effective behaviour management strategies are used to encourage children to be polite and learn to

share and take turns. The childminder has realistic expectations, in accordance with each child's age and stage of development, and is a positive role model towards them.

Children learn about healthy lifestyles through daily routines and activities. They have regular opportunities to exercise when playing in the garden or at parks and this helps children to build up their muscles and develop coordination. They learn about food that is good for them through healthy, balanced meals and discussions at mealtimes. They confidently wash their hands before mealtimes and after visiting the bathroom, and know that this helps to get rid of the germs. They learn to cover their mouth when they cough and use tissues. Children learn about safety very well. They regularly take part in fire drills and learn how to cross roads safely during outings. They identify areas of danger when looking at books, and know the importance of using a seat belt when in the car and what happens if the bath water is too hot. As a result they develop skills for the future very well.

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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