

## Inspection report for early years provision

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<b>Unique reference number</b>	982085
<b>Inspection date</b>	15/03/2012
<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.

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## Description of the childminding

The childminder was registered in 1996. She works from the premises of another childminder, who lives with her husband in the Holywell Green area of Halifax. There are schools, parks, shops and public transport links in the local area. The whole of the ground floor and first floor bathroom of the property is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is registered to work with another childminder from the same premises. When they are working together, they may care for a maximum of 10 children under eight years at any one time, of whom no more than six 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. The childminder is currently caring for 11 children, of these; 10 are in the early years age range. The childminder is able to take and collect children from local schools, nursery and pre-schools. She is a member of the National Childminding Association. The childminder has completed a recognised quality assurance award, 'Quality Assured Status- Approved Childminder Calderdale Children Come First Childminder Network.'

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The learning environment for children is safe and clean. The childminder manages children's behaviour well, she encourages them to be independent learners who have a positive regard towards all people in society. The children are happy and enthusiastic learners who enjoy playing with the good range of activities on offer. The childminder maintains most documentation, policies and procedures to promote the safe management of the setting. Relationships with children and parents are good and developing with other settings involved in children's learning. Through effective quality improvement processes, such as self-evaluation the childminder is proactive in 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:

- request at the time of a child's admission, written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 31/03/2012

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

- improve communication with other settings where children receive education and care to promote continuity and coherence in children's learning by sharing relevant information with each other
- improve how observations are matched to the expectations of the early learning goals to help identify and plan for individual children's learning priorities.

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

The childminder's arrangements for promoting and safeguarding children's welfare are good. For example, she has a secure knowledge of signs of abuse and neglect and the procedures for reporting and monitoring concerns. She maintains this up-to-date understanding by accessing regular safeguarding training. Although, following training in the last few weeks, she is still to read all the literature and information she received regarding the Local Safeguarding Children Board guidance. All adults living or working on the premises complete appropriate checks and the childminder supervises any visitors to the home. This contributes to keeping children safe and protected from harm. The learning environment for children is safe and clean. The childminder maintains this by adopting good cleaning routines and because she carries out regular risk assessments and safety checks. This means good safety precautions are in place to minimise the risk of accidents. Overall, most documentation, policies and procedures are in place to promote the safe management of the setting. However, due to slight omission when collating information from parents, the childminder does not request their permission to seek emergency medical advice. Therefore, she does not meet a specific legal requirement. The deployment of resources is good. For example, the childminder enables children to make safe and independent choices in their play because she organises resources at child-height. She works well with her co-childminder, which means that the day runs smoothly for children. For example, they organise everyday tasks efficiently, such as preparing lunch, toileting children and managing school runs without affecting children's experiences and care. In addition, the childminder makes good use of her local community to extend children's experiences. For example, children go on walks, visit parks and enjoy outings to the local canal to see the barges.

The childminder's approach to internal review is good. For example, she effectively uses self-evaluation, training and other improvement processes, such as embarking on a local authority quality assurance scheme to identify her strengths and areas for development. The childminder has successfully addressed the recommendation from her last inspection, which demonstrates her capacity to improve. For example, she safeguards children's welfare because she now clearly records the times children are in her care. The childminder involves parents, children and other professionals in her self-evaluation processes, which promotes an inclusive approach.

Relationships with parents are good and they speak highly of the service the

childminder offers. For example, they comment on how safe and 'special' the childminder makes their children feel. The childminder regularly shares and exchanges relevant information with parents, which contributes to meeting children's individual needs. Parents receive good quality information about their child's day and service through notice boards, written policies and daily diaries. The parents are actively involved in their child's learning because they regularly look at their progress records. The childminder understands the importance of working with other settings involved in children care, such as school, other professionals and external agencies. The childminder finds out some information from school regarding children's experiences. However, this information is basic to fully promote continuity and coherence in children's learning.

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

The arrangements for promoting children's health and hygiene are good. The children are developing a good understanding of their personal care needs and effective hygiene practices through everyday routines. For example, children know to wash their hands before meals and when playing with the dolls, they talk about changing their nappies to make them nice and clean. Children are provided with a good range of nutritious meals and snacks to support their healthy growth and development. The children have good opportunities to be active, exercise and to access fresh air. This contributes to children leading a healthy lifestyle and supports their physical development. For example, children skillfully kick balls, they crawl through tunnels and enjoy walks and visits to the local park. In addition, the childminder provides a wide range of activities that supports children's coordination and dexterity skills. For instance, children explore a variety of different medias and textures that they can prod, squeeze, roll, make marks and pour.

The childminder has good relationships with the children and she effectively meets their individual needs. In addition, she promotes continuity for children, for example, she settles children to sleep according to their own routines. These positive relationships, alongside consistent routines and continuity contribute to children being happy and feeling safe in her care. The children are developing a good understanding of safety issues. For example, they practise fire evacuations and the childminder reminds them how to get toys safely down the steps in the garden. The children behave well because they know what the childminder expects of them. For example, through play, they learn about sharing and taking turns, which support them in having positive relationships with their peers. In addition, the childminder calmly explains to young children when they get upset why they cannot get more toys out because it is time for lunch. The childminder praises children's achievements well and this promotes their confidence and high self-esteem. The children have good opportunities to learn about the world in which they live. For example, through activities, discussions, resources and celebrating festivals, the children are developing respect and a positive regard towards diversity and difference.

The childminder has a secure understanding of how young children learn and

overall, her approach to observation, planning and assessment is good. For example, she regularly observes the children, which means she is aware of their abilities. Therefore, she plans appropriate activities to support them in making good progress in their learning. In addition, the childminder understands the importance of matching her observations to the expectations of the early learning goals. However, she is introducing a new system to support her in managing this more effectively. The childminder is actively involved in children's play, she considers their likes when planning activities and she encourages children to be active learners by using a good range of open-ended questions. The children have a positive and enthusiastic approach to their play. For example, they express their creativity and imagination when they play with the dolls, pretend to go shopping and take part in creative activities. They learn about the natural world and simple science. For example, they talk about the weather and seasons and through watching the ice melt they learn about natural occurrences. In addition, children enjoy games that involve number, matching and sorting, which develops their early mathematical concepts.

## 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>	2
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>	2
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	2
The effectiveness of safeguarding	2
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	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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