

## Inspection report for early years provision

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<b>Unique reference number</b>	EY348229
<b>Inspection date</b>	28/03/2012
<b>Inspector</b>	Emily Wheeldon
<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 2007. She lives with her husband and three children aged 17 months, five years and 11 years in Halifax, West Yorkshire. The whole of the ground floor and the bathroom on the second floor of the childminder's home are used for childminding purposes.

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

She is able to take and collect children from the local primary school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning in an environment which is welcoming and inclusive. The childminder observes children's achievements and uses some of this information to plan suitable activities to support next steps in their learning. She values the uniqueness of each child and is beginning to support their language development by talking and engaging with them. Overall, resources are adequate and engage children's interests and suitable relationships are established between parents, carers and other professionals. Most of the procedures and steps taken to safeguard children and keep them healthy are met. The childminder has completed a self-evaluation of her practice and is committed to improving and developing her service.

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

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

- carry out regular fire evacuation drills and record details of any problems encountered and how they were resolved in a fire log book
- further promote the good health of children taking necessary steps to prevent the spread of infection
- provide resources which are appropriate and accessible for all children across all areas of learning
- observe children to find out about their interests and what they can do, then analyse these observations and use the information obtained to plan for the next steps in their learning.

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

The childminder has a sound understanding of safeguarding policies and procedures and knows who to contact should she have concerns about the welfare of a child. She is aware of the signs and symptoms of abuse and her safeguarding policy is shared with parents, therefore children are suitably protected. Appropriate risk assessments of the premises including outings are carried out and daily safety checks are conducted to minimise risks to children. Most of the required documentation, policies and procedures are maintained to allow the smooth running of the setting. However, the childminder has not rehearsed a fire evacuation drill with the children, which means that they are unaware of what to do in the event of an emergency.

Children enjoy their time with the childminder. Resources are age appropriate and adequately meet their needs. However, not all resources are easily accessible to children such as, writing materials and role play. As a result, children are unable to experience and practice all the skills required to meet the early learning goals because they cannot choose some resources independently to cover the six areas of learning. Self-evaluation is sufficient as the childminder has identified areas for improvement such as organising her resources to create more floor space. She has completed a formal self-evaluation document which takes into account the views of parents and children. However, she has not implemented these improvements since she was registered. The childminder is committed to promoting equality and diversity and borrows appropriate resources from the local library, such as story books from around the world and relevant toys. Systems are in place to record children's progress which she can share with other professionals to ensure that the needs of children with special educational needs and/or disabilities are met.

Suitable partnerships with parents are established from the start. Information sharing about children's interests and care needs adequately support the planning of activities. The childminder is committed to sharing information with local schools to ensure continuity of care. Links with other childminders and the early years team are appropriate and help to support the childminder's practice.

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

The childminder has a suitable understanding of the Early Years Foundation Stage and can talk about the aspects within the six areas of learning. She is able to provide a sufficient level of challenge for children and knows their interests. Observation and planning systems are satisfactory. However, the observations do not clearly identify children's next steps in their learning. As a result, children are not fully supported in their learning towards the early learning goals.

The children enjoy their time with the childminder and they feel safe and secure.

For example, they offer hugs and snuggle in for comfort when they feel tired. When children play, the childminder offers adequate support in the form of praise such as when they successfully fit railway track pieces together. On occasions some opportunities are missed to ask children questions about what they are doing to extend their thinking and develop their language and literacy skills. Appropriate opportunities for children to develop a love of books are fostered through sharing favourite stories before nap time. Children enjoy scribbling and develop their writing skills on a wipe clean mat. Counting skills are incorporated into activities, such as building bricks on top of one another to make towers. Children gain an appropriate knowledge and understanding of shapes and colours when they use toys and when out and about in their local environment. Activities to support children's information, communication and technology skills, such as touching buttons on light-up toys and pressing shapes on a baby laptop are provided. Such experiences promote suitable skills for the future.

Children engage in an appropriate range of activities and the childminder ensures that children develop positive attitudes to differences in our diverse society. For example, she teaches them about important festivals that are being celebrated by the children, such as Easter. Children enjoy creative activities such as finger painting and listen and sing along to familiar nursery rhymes. Children develop an understanding of healthy lifestyles through everyday opportunities for fresh air. A suitable range of physical activities are provided, such as using the play equipment in the local park and apparatus in the play gym. The childminder provides the children with healthy food choices such as fruit and breadsticks at snack time and healthy menus at lunch time. However, systems to prevent the spread of infection are not consistent. For example, children are not always encouraged to wash their hands before meal times. Children behave well in the childminder's care and respond to her regular praise and encouragement. They learn about road safety and stranger danger when they are on outings with the childminder and they are supervised well. As a result, children are developing a suitable understanding of how to stay safe.

## 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	3

### 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	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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