

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436993
<b>Inspection date</b>	03/05/2012
<b>Inspector</b>	Helene Terry
<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 has been registered since 2011. She lives with her husband and two children aged six and 17 years in a property in Sowerby Bridge, West Yorkshire. The lounge, dining room, kitchen and bathroom on the ground floor are used for the children. The garden is not used for outdoor play, therefore, children are taken out daily. Family pets include a dog.

The childminder is registered to care for a maximum of three children at any one time, of whom no more than two may be in the early years age range. At present, she has four children on roll between the ages of one and nine 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 regularly attends toddler groups and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children's learning and development are promoted well as they benefit from a range of interesting and age appropriate activities. Their welfare is effectively enhanced in a safe, friendly and homely environment, where their individual needs are taken into consideration. They enjoy taking part in lots of stimulating and interesting activities that promote their development and as a result are making good progress. The childminder has built good relationships with parents and shows an awareness of the need to work with others to support children's. She has effective systems in place for monitoring her practice 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:

- ensure that regular fire evacuation drills are carried out and the details recorded in a fire log book of any problems encountered and how they were resolved
- develop further 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 good knowledge of child protection issues and understands the procedures to follow should she have a concern about a child. Furthermore, appropriate arrangements ensure adults living in the home have undergone vetting procedures. Frequent risk assessments, covering all aspects of her provision, ensure children are cared for in a safe and secure environment. Documentation effectively underpins the setting and the policies and procedures are shared with parents. Fire evacuation procedures are in place, however, these have not yet been practiced with the children and therefore, no record of fire drills are available, this affects children's understanding of how to leave the premises safely.

The organisation and deployment of resources are planned well. Toys and equipment are stored in containers in the lounge and children help themselves, promoting choice and independence. Children's art work and stimulating posters are displayed, which helps them develop a sense of belonging. There is good regard to equality of opportunity and diversity so that each child's needs are met well. Children benefit from the strong partnerships with parents and although the childminder has not had the opportunity to work with other agencies and groups that children attend, she is aware of the need to do so, should the need arise, to promote their development and well-being. Parents give detailed, general information about the children and there is effective sharing of information with parents, for example, through discussions and learning records. However, parents are not encouraged to contribute their observations of their children to these records, which potentially impacts on children's progress towards the early learning goals.

The childminder has effective systems in place for monitoring and evaluating the effectiveness of the provision. She involves parents and children in the process through questionnaires, discussions and observations of the children. She acts upon suggestions made, for example, by displaying the house rules. Parents comment that their children are developing well, enjoy their time with their childminder and have settled well. The childminder effectively identifies her strengths and areas for development. She has made many improvements since registration, including the layout of her setting and deployment of resources. She is keen to continue to attend training to enhance her skills in early years, which helps develop the provision she offers.

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

Children are confident, settled and enjoy the time they spend with their childminder. They have developed close and trusting relationships, which enables them to explore the environment in a confident manner. They seek help from the childminder when required and the childminder is skilful at engaging with the

children and developing their interests and extending their learning. As a result, children make good progress in their learning and development. The childminder plans activities around children's interests, their abilities and they have free choice of all the provision. Observations of what children can do are recorded and these are linked to the Early Years Foundation Stage. The next steps in children's learning are recorded and these are used to inform the future planning of activities.

Children are independent in the environment, boosting their self-esteem and confidence. Toddlers are given time to attempt to put on their slippers and they freely access all the resources to enable them to take part in active learning. They enjoy visits to groups to help them socialise with other children and they learn to share and take turns. Children delight in looking at books with their childminder and talk about the textures they feel. Their language skills are developing well as toddlers link words to actions, follow simple commands, such as 'kick the ball' and begin to build a range of vocabulary. Children take part in lots of activities to help them understand the world in which they live, for example, they celebrate festivals from around the world and play with resources that positively reflect diversity in society, which helps them develop awareness and to respect others. Skills in problem solving, reasoning and numeracy are developing well. Children enjoy playing games, solving puzzles and completing jigsaws. Young children are developing counting skills when they count animals that they see in books and sing songs and rhymes. Opportunities to be creative are abundant, for example, they use their imaginations playing with small world resources and dressing up clothes. They use paint, glue and collage materials to express their ideas and feelings and they enjoy playing in the sand and water. They use pens, pencils and scissors well, developing small muscle coordination skills and play physically on large apparatus in the parks. They learn to take risks in a safe environment, which helps build confidence to try out new skills.

Children have many good opportunities to learn how to keep themselves safe and healthy. They learn about road safety, the emergency services, and how to use equipment safely through activities. Hygiene routines are followed as the children wash their hands at appropriate times throughout the day. There are opportunities for children to be outside and get fresh air and they enjoy healthy meals and snacks and learn about food that is good for them. The childminder freshly prepares all the home cooked meals and drinks are accessible in their own cups and bottles throughout the day.

## 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	2
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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