

Inspection report for early years provision

Unique reference number	EY358318
Inspection date	15/05/2012
Inspector	Lindsay Dobson
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2007 and lives with her family in Boothtown, Halifax. The childminder uses the whole of the house for childcare purposes with the exception of the main bedroom. There is garden space at the front and rear of the property suitable for outdoor play. The house is situated within walking distance of local shops, parks, schools and community resources. The family have a pet dog.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children, of whom two may be in the early years age range. There are currently eight children on roll, of whom two are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are welcomed into a warm and homely environment where they are settled and content. The childminder is supportive of the children's needs and organises activities and resources that reflect their individual likes and interests. The children enjoy their time at the setting and make satisfactory progress in their learning. Not all of the required documentation is in place and systems to notify Ofsted are not robust, resulting in two legal requirements not being met. The childminder has made progress since the last inspection, but there is nothing yet in place which evaluates or monitors her practice in order to promote continuous improvement. She builds positive relationships with parents and the local school to provide consistent care and support for their children.'

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment identifying aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects including when they have been checked and by whom and review at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 29/05/2012

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

- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role in safeguarding children, the signs and symptoms of abuse and the procedures to follow if she has concerns about a child in her care. She has some supporting documentation in place and has attended a safeguarding training course to ensure her knowledge remains up-to-date. In addition, she has a policy and procedures and contact details for her Local Safeguarding Children Board. Adults in the home are suitably vetted and the childminder ensures children are supervised at all times. However, the childminder has failed to notify Ofsted of a change to her circumstances, which is a significant event. The childminder gave a reasonable excuse for doing so and as there has been no significant impact on the children, on this occasion Ofsted does not intend to take any further action.

The childminder is sufficiently organised and most aspects of documentation are in place to help support the children's health and welfare. The premises are safe and secure with appropriate safety measures in place so that children move around safely in their play. However, there is no record of risk assessment in place for the premises or the garden to ensure ongoing safety is being continuously checked and this is a breach of a legal requirement. The childminder has implemented a record of risk assessment for the outings she takes the children on, supporting their safety during these times.

Children are welcomed into a friendly and relaxed environment where their individuality is valued and promoted. The childminder has a clear understanding of the children's differing abilities and makes sure that they all have equal access to the selection of toys and games provided. The childminder broadens their understanding of the wider world, equality and diversity, through visits around the community and the activities and conversations she engages the children in. There are positive working relationships with the parents and sound systems are in place to ensure information is shared. For example, through verbal feedback at arrival and collection times, telephone and text messages. The childminder has strong links with the local school that she collects children from to enable her to support their ongoing learning and transition to this setting. The childminder shows some commitment to continued improvement. For example, she has addressed the recommendation raised at the last inspection. However, as there is no system in place to self-evaluate her own practice, this prevents her from monitoring her own provision and fully identifying areas that require improvement.

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

Children are cared for within a suitably organised family home with space to play freely for the short periods of time they are cared for. They enjoy a range of play provision, some of which is easily accessible to promote independent play. Children's learning is planned appropriately with after school activities organised to

offer a balance of free choice play, some organised activities, trips out and outdoor play. The childminder is maintaining a scrapbook for each child, where they can display examples of their art work and the childminder adds photographs of the children engaged in activities. The children enjoy looking at these and talking about and remembering the experiences they had. The childminder has enhanced this as she has made a large photograph wall in the kitchen. The childminder knows the children well and, through discussion, demonstrates a good knowledge and understanding of their individual likes and interests, describing activities and resources provided to promote their learning.

Children are settled and confident in the setting. They have a strong and trusting relationship with the childminder and enjoy talking to her about their school day. Children engage in many creative activities, they are currently making Father's Day gifts which they enthusiastically talk about. In the garden the childminder has displayed painted tiles made by the children and they have crafted mosaics of shiny glass beads and shells onto the childminder's wall. Other garden activities are enjoyed, such as, playing on the swing, digging in the muddy patch with the vehicles and earth movers and planting flower seeds. The children are watering these and watching to see which ones grow the tallest. Younger children enjoy small world play as they choose to play with the cars or the character dolls. Other freely available resources include matching games, construction toys and a sound range of books. These also promote all aspects of diversity and children enjoy celebrating cultural festivals and food tasting from other countries.

The childminder has a consistent approach to behaviour management, she has a written policy which is shared with the parents and she has a set of house rules which the children are aware of. The childminder is positive in her approach and, as a result, children are learning to share, take turns and be caring towards one another. All dietary needs are discussed with parents and provided for. Children's good health is promoted as they are provided with home cooked meals after school and have free access to jugs of juice and water. The childminder encourages the children to help in the home, they take turns to set the table with the cutlery whilst other children pour out the drinks. They have good opportunities to be active and benefit from regular outdoor play, fresh air and walks to and from school each day. When out and about the children learn about road safety and in the home they keep the toys tidy and practice the emergency evacuation drill. This supports their understanding of how to keep themselves 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

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	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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register). 29/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment). 29/05/2012