

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419350
<b>Inspection date</b>	23/05/2012
<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.

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 2011. She lives with her husband and a child aged 17 years. The childminder co-childminds with two other registered childminders. The family live in a property in Huddersfield, West Yorkshire. Areas of the home used for childminding include the lounge and playroom on the ground floor and the bathroom on the first floor. The front garden is used for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone she may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. When working with other childminders a maximum of 12 children under eight years may be cared for, of whom six may be in the early years age range. There are currently four children attending in this age group. The childminder also cares for children over the age of five years. Children attend for various sessions throughout the week. The childminder is a member of the National Childminding Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development are suitably promoted as they benefit from a range of interesting, age-appropriate activities. Children's welfare is adequately promoted in a safe, friendly and homely environment, where their individual needs are taken into consideration. The childminder has built sound relationships with parents and shows an awareness of the need to work with others to support children's development. Although the childminder has basic systems in place for self-evaluation, these are not robust enough to clearly identify her strengths and areas for improvement. This has resulted in a number of welfare requirements not being met. However, she demonstrates a sound determination to continually look for ways to improve the quality of the provision that she offers.

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

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

- ensure that records, in particular risk assessments, are easily accessible and available for inspection by Ofsted (Suitable premises, environment and equipment) 05/06/2012
- ensure that written parental permission is requested to the seeking of any necessary emergency medication advice or treatment (Safeguarding and promoting children's welfare) 05/06/2012
- ensure that prior written permission for each and 05/06/2012

every medication is obtained from parents before any medication is given to children (Safeguarding and promoting children's welfare)(also applies to the both parts of the Childcare Register).

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

- develop further 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, then plan relevant and motivating learning experiences for each child
- develop the use of self-evaluation processes as the basis for ongoing internal review; assessing what the setting offers against robust and challenging quality criteria
- improve steps to prevent the spread of infection, for example, by encouraging children to wash their hands before snacks.

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

Children's well-being is generally well safeguarded because the childminder has sound knowledge of child protection issues and understands the procedures she should follow if she has a concern about a child. Furthermore, appropriate arrangements ensure adults living in the home have undergone vetting procedures. The childminder states that risk assessments are completed covering all aspects of the home. Safety within the home and on outings is considered, however, the record of risk assessment was not available during the inspection. This does not meet a specific welfare requirement. Suitable documentation is in place to safeguard children and most records are well maintained and shared with parents. However, written permission to seek emergency medical advice or treatment is not requested from parents and parents do not always give their written permission to enable the childminder to administer medication to their child. This does not meet the welfare requirements.

The environment is suitably organised and the childminder makes effective use of the space available within the home. The childminder actively and effectively promotes equality of opportunity. For example, all children take part in the full range of activities. Their individual needs are addressed well and she provides a suitable range of resources and activities that effectively promote children's understanding of diversity in society. For example, children play with multicultural dolls and enjoy activities that encompass a variety of festivals. As a result, children learn to respect and value people's differences and similarities.

The childminder builds positive relationships with parents. They are appropriately informed about her practice through discussion and written policies and procedures. They regularly exchange information about children's activities and achievements through discussions and daily diaries. The childminder is aware of the need to work alongside other agencies and early years setting that children

may attend, however, has currently not had the need to do so.

The childminder is in the early stages of developing systems for evaluating and monitoring her provision. She receives support from the local authority and addresses any recommendations identified. She seeks parent's and children's views through discussions to help develop services. However, systems are not yet rigorous enough to identify strengths and areas for improvement.

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

Children have fun and enjoy play experiences that enable them to make satisfactory progress in their learning and development. The childminder provides a sound balance of child-initiated and adult-led activities, which she plans according to the interests of the children and their stages of development. Although basic observations of children are carried out, they are not linked to the six areas of learning and they are not sufficiently analysed to assess each child's stage of development to determine with accuracy the next steps in their learning journey. This hinders the childminder's ability to ensure that children reach their full potential.

Children are encouraged to become independent. They enjoy helping themselves to activities and help the childminder to tidy resources away. Babies become aware of themselves as separate from others as they observe themselves in mirrors. Communication and language skills are developing well. Toddlers enjoy repeating words of objects and enjoy looking at books. They make marks using a variety of materials, such as crayons and pencils. They learn about colours as they play with the bricks, build towers, then enjoy knocking them down. Children explore and find out how things happen and work, for example, they delight in pressing buttons on electronic toys to see what happens. Toddlers are learning about numbers through everyday activities and sit with the childminder as they count how many balls they have in a tray. The good interaction between the childminder and the children helps to promote their self-esteem and confidence. Children return frequently to the childminder for support, reassurance and lots of cuddles are offered. The childminder has good strategies in place to manage children's behaviour according to their ages and stages of development, as a result children are well behaved.

Children learn about healthy lifestyles through daily routines and activities. They have regular opportunities to play outdoors, in the garden or at parks, where they exercise, build up muscles and develop coordination. They enjoy healthy and nutritious meals and their individual dietary needs are respected in line with parents' wishes. Children are learning about suitable hygiene practices, however, they are not always encouraged to wash their hands before eating snacks. Children learn how to keep themselves safe as part of the daily routine and they learn how to cross roads safely on outings. As a result, children learn appropriate skills for the future.

## 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

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

<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:

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(Records to be kept). 05/06/2012

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(Records to be kept). 05/06/2012