

Inspection report for early years provision

Unique reference number	EY395612
Inspection date	24/05/2012
Inspector	Hayley Gardiner
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2009. She lives with her 11 year old daughter in Ripponden, Sowerby Bridge. The family has two pet cats and a rabbit. The whole of the lower ground floor is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children. There are seven children on roll one of which is in the early years age range. The childminder drives to local schools to take and collect children. She 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 are cared for in a clean, mostly safe and secure environment and they have access to a good range of quality resources. The environment promotes choices, so that children feel happy and content which fosters a warm and welcoming atmosphere. The childminder has an effective knowledge of the children and their individual care needs enabling them to make progress in line with the early learning goals. There are positive relationships with parents and carers and other providers. The childminder reflects and evaluates her practice and continually strives to improve the provision.

What steps need to be taken to improve provision further?

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

- request written parental permission to the seeking of any necessary emergency advice or treatment in the future. (Safeguarding and promoting children's welfare).
- 18/06/2012

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

- extend the fire evacuation record to include how any problems were resolved
- improve the system for planning children's next steps in learning to meet their individual needs, to encourage them to develop further to their full potential in all areas.

The effectiveness of leadership and management of the early years provision

The childminder is suitably vetted and shows a high level of commitment to keeping children safe. The childminder has a good knowledge of her role and her responsibility in safeguarding children. She is well informed about child protection and has undertaken relevant training to ensure she is kept up-to-date with legislation. The childminder has clear policies, procedures and systems in place for identifying any child at risk of harm. There are risk assessments in place. The childminder keeps records, including those for accidents, medication and attendance, resulting in children being well protected, however, there is no parental permission at the time of admission to the seeking of any necessary emergency medical advice or treatment, although the childminder has verbally communicated to parents she would administer first aid if needed, which is a breach of the specific legal requirements.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and therefore children make good progress in their learning given their starting points. The learning environment is well organised and the resources available are all of good quality which support children's learning. However, the newly developed assessment system does not always identify the children's next developmental step on an individual basis.

The childminder is very reflective of her practice and has a vision for the setting, continuously looking for ways to improve. She uses parents' comments and ideas to help evaluate her practice. She is also improving her own knowledge and accessing training course from the local authority. This means the service she provides for children is always improving to meet their specific needs.

The childminder has a good knowledge of each child's background and care needs, she encourages parents to share routines and extra information about each child. Children are learning to have a positive attitude towards themselves, the childminder encourages this by giving the children lots of praise and making them feel special. All children's achievements are celebrated. Activities are readily adapted to ensure that all children can access them. The effective equal opportunities policy means that the children are included fully in the life of the setting.

The childminder's relationships with parents and carers are a key strength. The childminder has effective systems in place to exchange information about the children's care this enables parents' wishes and children's needs to be met. Parents use comments, such as, 'safe and loving place' and they feel 'totally at ease leaving children'. The childminder has experience of working with other professionals and has developed good working relationships. She works well in partnership with the local school which is significant for meeting the needs of the children. The childminder also volunteers at the school in her spare time.

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

Children enjoy being in the setting and are secure in the routine because the childminder is careful to meet their care needs effectively. Children demonstrate a sense of belonging to the setting and have good relationships with the childminder. The childminder makes good use of the local area, including going to the park and the library. The children are aware of keeping safe. For example, the older children are taught the dangers of crossing the road and fireworks. Children move around the setting freely and safely and follow the clear boundaries and house rules to ensure they stay safe. Additionally children are taught how to look after themselves and how to use resources safely.

The childminder supports the children well whilst promoting independence and confidence. The planning system is based around the children's interest so they become active learners and consistently interested and stimulated. Children have opportunities to learn about the world we live in and the setting promotes inclusion well. This means children thrive and develop good skills for the future.

The childminder promotes children's health well. Physical play and exercise is a big part of the settings routine and children access large play equipment freely. The children have a balanced diet provided by the childminder. Children wash their hands before every meal and have knowledge of keeping healthy and the importance of washing hands. They are beginning to make choices and actively choose their own foods. Meal times are a social time and children are encouraged to sit together and eat at the same time.

The childminder utilises the space available well and children have a good balance of adult-led and child-led activities. Children can access technological equipment and the computer thus developing their skills for the future. Children have a wide range of educational resources to choose from.

The childminder offers clear explanations and gives children opportunities to ask questions and make sense of the world. Children are encouraged to talk about the way they feel and are encouraged to manage their feelings appropriately. They are provided with opportunities to celebrate birthdays and festivals which help children to embrace and value differences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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