

Inspection report for early years provision

Unique reference number	400864
Inspection date	06/07/2012
Inspector	Abigail Cunningham
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).

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 1999. She lives with her mother in Tadcaster. The whole of the ground floor of the property and the first floor bathroom facilities are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog, cockatiel and a guinea pig as pets.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending in this age group. Children attend on a part-time basis. She also offers care to children over five to 11 years. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is meeting most requirements and is committed to making the necessary adjustments, such as improving risk assessment procedures. The childminder has developed positive links with other childcare providers and parents. Self-evaluation identifies some priorities for improvement, although, there is scope to increase the range of resources which reflect diversity and involve parents in the observation and assessment process. The children make choices about the activities they engage in and make satisfactory progress in their learning and development. They have regular opportunities to find out about the local community.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that any hazards in relation to the cleaning substances are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 13/07/2012

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

- involve parents as part of the ongoing observation and assessment process
- increase the range of resources which reflect diversity.

The effectiveness of leadership and management of the early years provision

The childminder is suitable to work with children, as all required checks have been completed and first aid training is in place. There is an appropriate safeguarding children policy in place, which is shared with parents. The childminder has completed safeguarding children training and knows to record any concerns and seek advice where necessary.

Some positive steps have been taken to keep the children safe, for example, the children are supervised at all times and fire guards are in place. Risk assessments have been undertaken, however, not all hazards in relation to the cleaning substances have been identified and minimised, which does pose a risk to children's safety and is a breach of requirements. Appropriate fire detection and control equipment is in place, such as a fire blanket. The children are beginning to learn to keep themselves safe because the childminder has devised and practised the fire evacuation procedure with them.

Self-evaluation is undertaken by childminder, who has clear priorities in place for future improvements. Plans are well placed to bring positive outcomes for children. For example, the childminder purchased and read various books to improve her knowledge, understanding and implementation of the Early Years Foundation Stage requirements. The childminder takes some positive steps to ensure resources and the environment are sustainable. This is because she uses recycled products within art and craft activities. For instance, one child made a spiders with wool and a piece of cardboard.

Well-established channels of communications between all partners involved with individual children are fully in place. For example, where children attend other settings, the childminder has introduced herself to the teaching staff, shared the children's development records and reads the newsletters which are sent home.

The childminder knows children and their families well. She has initial meetings with parents and shares her policies and procedures with them. She also finds out about children's individual needs to enable her to provide personalised care. Parents receive regular information via the children's learning journals and daily verbal feedback from the childminder. However, parents are not currently fully involved in their child's learning, as they are not contributing to the ongoing observation and assessment process.

The children have regular opportunities to learn about the local community, for instance, they enjoy visiting the park and going on nature walks. The children have access to a small number of resources which reflect positive images of diversity; therefore, there is scope to increase this range. Resources of other toys and equipment are deployed satisfactorily to support children's progress. The children also learn about interesting events, for instance, for Chinese New Year the children tasted noodles.

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

The children are successfully developing their self-help skills, for instance, they independently feed themselves and access their own drinks. The children have direct access to the childminder's garden and enjoy kicking the football and playing on the see saw. Therefore, the children are developing a positive attitude to exercise.

The children feel safe and secure in the childminder's company, for instance, one child enjoyed looking at photographs with the childminder. The childminder is a calm and patient person, who encourages the children to make choices. As a result, the children are well behaved and interested in the activities which are on offer, such as going out to see the fire engines and shire horses.

Simple planning systems are in place, which correspond directly to each child's individual needs and interests. The system for assessing and recording the children's development identifies their achievements, progress and links directly to the different areas of learning. In addition, the childminder has recently started to plan for the children's next steps. As a result, the children are making satisfactory progress in their learning and development.

The children independently choose their own activities, such as playing with counting and number recognition game. Therefore, they are eager to participate and can stick at tasks, for example, one child completed a 24 piece jigsaw puzzle. More able children can write their own name and can recognise and name numbers from one to six. They also use mathematical language in play, such as 'big'. The children have fun joining in with various songs, for example, 'incy wincey spider'. They also enjoy participating in a satisfactory range of creative activities, such as dancing to music and playing with the musical instruments.

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	2
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). 13/07/2012

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). 13/07/2012