

## Inspection report for early years provision

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<b>Unique reference number</b>	EY425388
<b>Inspection date</b>	12/07/2012
<b>Inspector</b>	Abigail Cunningham
<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 was registered in 2011. She lives with her partner and one child aged two in the Ossett area of Wakefield. The whole of the ground floor of the property is 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 as a pet.

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 five 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 four children attending in this age group. Children attend on a part-time basis. She also offers care to children over five to 11 years. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

All children are included and their individual needs are fully met. The children make good progress towards the early learning goals, given their capabilities and starting points. Self-evaluation is effective and the childminder is able to demonstrate how she has made improvements to her provision. She is committed to working in partnership with parents and other childcare providers. However, there is scope to include parents in the observation and assessment processes and provide children with opportunities to learn about other cultures.

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

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

- involve parents as part of the on-going observation and assessment process
- provide opportunities for children to gain an awareness of other cultures.

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

Safeguarding procedures are secure and all the required checks have been carried out on the childminder and her partner. Comprehensive written policies, procedures and documentation are in place, to ensure children's welfare is safeguarded and promoted. For instance, the child protection procedure is shared with parents. The childminder has recently completed safeguarding children training and knows to record concerns and seek advice where necessary.

Risk assessments for the home and outings are regularly undertaken and reviewed. All potential hazards have been identified and minimised, for example,

cleaning substances are inaccessible to the children, as they are stored in a locked cupboard. Appropriate fire detection and control equipment is in place, such as a fire blanket. Children are beginning to learn to keep themselves safe because the childminder has devised and practised the fire evacuation procedure with them. While on outings the childminder helps to keep the children safe, for instance, they wear high visibility vests and the childminder shows them how to cross roads safely and how to behave responsibly near water.

The childminder has clear priorities in place for future improvements and these are well placed to bring positive outcomes for children. For example, she is planning to grow vegetables with the children, in order to promote their knowledge and understanding of the world. In addition, the childminder purchased some toy dinosaurs, as a result, of listening to the children's preferences.

Well-established channels of communication 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 and shares any relevant information about the children with them. The childminder knows the children and their families well. She has initial meetings with parents and shares her policies, procedures and training certificates with them. She also finds out about children's individual needs and interests to enable her to provide personalised care, for example, each child completes an 'all about me booklet'. Parents receive regular information via photographs, the children's development records 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 on-going observation and assessment process.

Children have regular opportunities to learn about their local community and the natural world. They enjoy themselves when they are taken out to visit the park, library, garden centre, pet shop and nature reserve. For instance, they particularly like to feed the fish at the garden centre and watch the childminder's dog swim in the reservoir. Children have access to an adequate selection of resources which reflect positive images of diversity, such as, dolls, books and play people. They are beginning to learn about some interesting events, such as mother's day and father's day. However, they have limited opportunities to gain an awareness of celebrations which are associated with other cultures.

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

Children have good appetites and are successfully developing their self-help skills. They independently access their own drinks and are enthusiastic about cooking for a purpose, for example, they like making their own pizzas. The children have regular opportunities to visit the park and soft play centre. They also have direct access to the childminder's garden and enjoy playing in the hot tub, on the swing, the slide and the wheeled vehicles. Therefore, the children are developing a positive attitude to exercise and being healthy.

The childminder plans a broad range of interesting and enjoyable activities for the

children, which reflect their individual needs and current interests. Children's development records show their achievements and progress. Observations and photographs are linked to the six areas of learning. Monitoring systems are fully in place, which help identify and plan for the children's next steps in learning.

Children are making good progress in their learning and development. For example, younger children enjoy making marks, older children recognise and name colours, shapes and numbers and write their own names and other words, such as 'pizza'. Children show increasing independence in selecting and carrying out activities. For example, one child chooses to play with the dinosaurs and the play food. They also explained to the childminder that the dinosaur is a vegetarian and likes to eat vegetables.

Children enjoy participating in a good range of creative activities, such as painting, sticking and playing with the musical instruments. They confidently sing their favourite songs into the microphone, such as 'the wheels on the bus'. They also have great fun singing and dancing along to music, for example, one young child asked if they could use the decked area as a stage.

Children and have formed good relationships with the childminder. This is because she is a calm and patient person, who enjoys having fun with them. In addition, she consistently gives the children lots of positive praise and encouragement. As a result, the children fully cooperate with routines, they share and play well on their own and with other children.

## 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	3
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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