

Inspection report for early years provision

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Inspection date	28/02/2012
Inspector	Thecla Grant
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 19874. She lives with her adult child in the Scholes area of Holmfirth close to shops, parks and local transport links. The whole ground floor of the childminder's home is used for childminding purposes. The childminder cares for children from Monday to Friday between the hours of 7.30am to 6pm.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group. The childminder also offers care to children aged over five years to 11 years and is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively supports the children in her care so that no group or individual is disadvantaged. Arrangements to monitor and assess the children's learning and development are well organised and good systems are in place to promote children's welfare, arrangements for safeguarding is good. Documentation is in place, most is up to date. The childminder appropriately works in partnership with parents and systems in place to work in partnership with others are developing well. The childminder's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make sure parental permission is requested to seek emergency medical advice (Information and complaints). 29/02/2012

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

- make sure regular evacuation drills are carried out
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the signs and symptoms of abuse and has devised a clear and concise policy for safeguarding children. She also ensures all adults living in her home are suitable to be in contact with children. Risk

assessments are in place and include all areas of her home to be assessed. For example, the main entrance to her home is secure and there are no toxic substances accessible to the children. All fire prevention equipment is in place and the emergency procedures are available. However, the childminder has not practised this with the children. All documentation is in place but permission from parents to seek emergency advice is missing from the policy. This is a breach of the specific legal requirement.

The childminder is motivated to seek further improvement and has a well organised system in place to monitor her provision. Through self-evaluation she has recognised areas of weakness, and has made improvements to support children's learning. For example, she has effectively utilised the space in her home, and made sure equipment is easily recognised in big plastic boxes so that children can see what they want to play with. As a result, children have more choice. Although parents receive verbal feedback on their children's day verbally. They are generally not encouraged to be involved in the observation and assessment process. As a result, they do not effectively share in their children's learning.

The childminder actively uses her home to develop young children's learning. Toys and equipment available are fit for their purpose, age-appropriate and offer enough challenge. As a result, children are motivated and interested in what is available. The childminder shows a strong commitment to improving her knowledge and has attended a wealth of training courses to enhance children's learning. The impact of her professional development is apparent in the development of the children in her care. Further to this the childminder has attended a current paediatric first aid training course. The childminder teaches children about differences through resources that positively promotes diversity and through visits to local places of interest. She has developed strong links with the local school and has set up a toddler group to enhance the care of the children through use of their large play equipment.

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

The childminder has a good knowledge of the Early Years Foundation Stage. She effectively supports the children by providing an enjoyable and challenging learning environment for them to make steady progress in their development. Children make continuous progress in all areas of learning, for example, they independently access the mark making equipment extend their own play by using the chalk board to draw pictures of their family. Children talk to each other about what they are doing and begin to make up games with each other, such as doctors. When they are not sure what the equipment is used for they ask the childminder, who then gives a thorough explanation and demonstration. The children's play also extended by the childminder with the addition of baby dolls, which the children use as patients. The children enjoy exploring the mechanical toys and have plenty of opportunities to use them. They know how to turn them on the story telling soft toys and how the programme works. Children are confident and able to sort out differences of opinion with the help of the childminder. They also enjoy learning about number and can write the number five

and four. Children know colours, such as red, blue and white and can use mathematical language in their play, for example, they discuss that the doctors' mask is too small for the childminder. As a result, children are becoming independent, active, and inquisitive little learners, successfully acquiring the skills they need in order to secure their future learning.

Children display a strong sense of belonging, they show good levels of self-esteem and have built a strong relationship with the childminder. Children are also developing close relationships with each other. Good opportunities are available for them to learn about the jobs people do by visiting different places in their community. For example, they ride on the buses and visit their local shops and farms. Children's physical development is competently extended through music and movement activities, they also learn to move their bodies in different ways by attending dance classes and visits to the local park where they use the complicated apparatus. Further to this, well organised visits are in place for children to learn about various religious festivals, such as Harvest festival and Christmas. The childminder plans and records what she will do with the children weekly, although planning is mainly adult-led, children also lead in play. Observation and assessment records are in place, these are well thought out and linked to the areas of learning. They also include the next steps for children. Further to this the childminder uses transition forms to share written information with the teachers, when the children leave for reception class, therefore, children's learning is continued.

Children's understanding of safety issues are demonstrated through their play. For example, they know not to leave the play room without supervision and what they need to wear before they go on outings. Although are familiar with road safety, they are not familiar with the emergency drill because it is not practised frequently enough. Children show a good awareness about what constitutes a healthy lifestyle and have adopted good personal hygiene routines. For example, children automatically use a new flannel to wipe their hands after washing and know why they need to use soap. Further to this they have a good understanding of healthy living which is further promoted through the well balanced meals they have during the day.

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	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	3

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

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	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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