

## Inspection report for early years provision

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| <b>Unique reference number</b> | 319735      |
| <b>Inspection date</b>         | 17/03/2011  |
| <b>Inspector</b>               | June Rice   |
| <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 1990. She lives with her husband and one adult child in East Ardsley, near Wakefield. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a dog and a hamster. The childminder is a qualified nursery nurse and supports children with learning difficulties and/or disabilities.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school: this provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early year's age range.

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

Overall the quality of the provision is good.

The childminder is confident in her abilities and with the standard of care and education she provides. She demonstrates a very positive attitude towards continued improvement and successfully identifies the strengths of her provision. However, she has not identified possible areas for improvement. Partnerships with parents and other early year's providers ensure that the needs of all children are met very effectively. This ensures children continue to make good progress in an environment in which they feel safe and secure.

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

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

- continue to review and update policies and procedures
- develop further nappy changing procedures to help prevent the risk of cross infection
- develop further procedures to protect children from pets.

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

The childminder works in partnership with parents and others to safeguard children. She demonstrates a good understanding of child protection and is confident in her ability to implement procedures effectively in order to protect children. However, children are occasionally left alone with the household pet and this puts children at risk. All required documentation is in place and clear risk assessments identify possible hazards and the action taken to reduce any risks. However, not all policies and procedures provide sufficient or correct information.

For example, Ofsted's contact details are incorrect and the uncollected child policy fails to identify what will happen should the childminder be unable to contact the parents or named person for emergencies. Since her last inspection the childminder has continued to access training. For example, empathy dolls, learning through movement, creative encounters with nature, self-evaluation and essential paperwork. She works with parents and other professionals to ensure children's individual needs are met effectively. For example, she encourages the sharing of information between parents, schools and herself.

The childminder demonstrates that she knows her children exceedingly well. She supports their learning by providing them with interesting and motivating opportunities and her excellent questioning techniques encourage children to think and respond. Systems for recording children's progress and development are well established and consist of children's work, photographs and written observations that are clearly linked to the six areas of learning. Inclusive practice is promoted extremely effectively by the childminder who promotes equality for all through resources and activities that introduce children to diversity.

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

Children freely and safely access an excellent range of resources, toys and activities. Good health and well being is promoted through procedures that are on the whole well implemented. For example, children who are infectious are excluded to protect others, and systems are in place to record medication, accidents and existing injuries. For example, they wash their hands before and after meals, and after using the toilet. However, the nappy changing procedure is basic and provides minimum protection against cross contamination or infection. Children benefit from home cooked meals, fresh fruit and healthy drinks. They enjoy learning about what is healthy and show this through their drawings of favourite fruit and lists of healthy food which are proudly displayed. Photographs show children helping to choose vegetables at a supermarket which they then helped to prepare and put into a stew for lunch. Children are encouraged to be active through the provision of a good range of activities and play opportunities. For example, they enjoy sponsored walks in local parks and use a variety of equipment that promotes physical exercise. Children are helped to stay safe through the implementation of policies, procedures and risk assessments which identify actions taken to manage or eliminate risks indoors and outdoors. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. For example, they learn about road safety, how to stay safe near water and not to talk to strangers. They regularly practise an emergency evacuation and are clear about what they have to do.

Children are well behaved, and learn to cooperate and share with others. They have developed sound friendships, and are very polite and friendly towards each other. Children are provided with opportunities to develop their skills through an excellent range of resources and activities that are not gender biased. The childminder demonstrates excellent listening and questioning techniques that fully

support children's learning. Inclusive practice is well promoted in an environment that would challenge inappropriate attitudes and practices. Children are treated as individuals and with equal respect. They are provided equal opportunity to participate in a wide range of activities and are encouraged to learn about, understand and respect differences. For example, they learn about Egypt by making Egyptian flags with craft beads, writing Egyptian letters on papyrus paper and baking coconut pyramids. Children participate in a Chinese week where they write a story about their visit to a Chinese restaurant, look at Chinese zodiac signs and made sugar rats to depict the year of the Rat. Children also enjoyed learning Tai-chi, a Chinese exercise. Children are encouraged to care for their environment and participate in activities such as planting and growing. They grow chillies, potatoes, peppers and cress and learn to recycle.

Children enjoy a craft activity where they help to make pastry tarts. They use appropriate tools roll out the pastry and make into tart bases. They are encouraged to count and decide who they are making the tarts for. They show lots of concentration and smile constantly to show how proud they are of their creations. The childminder introduces mathematical language and simple addition and subtraction. Children indicate they want their mummy to have the big one and grandma to have the little one, and recognised how many more they want. Children rub their hands together and the childminder asks them what the pastry feels like, they reply 'soft'. Babies explore soft toys, balls and a mirror with their fingers and mouth. They sit quietly babbling and looking at what is happening as older children make the tarts. They enjoy interaction from the childminder who acknowledges the sounds they are making. They lie on the floor, stretching and are encouraged to crawl and reach out for items that interest them. Children decide they want to make a monster. They are provided with a construction kit and concentrate as they twist and join sections together, and then decide they have to put legs on to help it balance. Children thoroughly enjoy learning about different modes of travel. They use buses and trains to visit a canal to look at boats and barges. They learn about fast and slow boats and make traffic light buns.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                             | 1 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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       | 1 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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