

Inspection report for early years provision

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Inspection date	01/12/2010
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 has been registered since January 1998. She lives with her husband and two children aged 17 and 19 years in Ossett, on the outskirts of Wakefield, within walking distance of the local amenities. The whole of the ground floor is used for minding and there is an enclosed area for outdoor play.

The childminder is registered to care for no more than six children under eight years at any one time. At present there are 8 children who attend on a part time basis only. She takes and collects children from school as well as to the local park and toddler group. The childminder is a member of an approved childminding association and support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works very much in partnership with parents and other childcare providers. Self-evaluation takes into account the views of parents and children and is effective in identifying priorities for improvements. The children are making good progress in their learning; they are developing a positive attitude to others and enjoy practising their self-help skills.

What steps need to be taken to improve provision further?

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

- implement monitoring systems to ensure that there are no gaps in the children's learning
- encourage parents to add their comments and observations to their child's development record.

The effectiveness of leadership and management of the early years provision

All the required checks have been carried out on the childminder and her family. Comprehensive written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted, for example, the safeguarding policy and procedure is shared with parents. The childminder has attended child protection training, knows the possible signs and symptoms of abuse, the reporting procedure and she also has local safeguarding contact details readily available. Risk assessments for the home and outings are regularly undertaken and reviewed and all potential hazards have been identified and minimised. Appropriate fire detection and control equipment is in place and the childminder has devised a fire evacuation procedure which has been practised with the children, therefore, they are familiar with the routine.

The childminder has clear priorities in place for future improvements, which includes updating her safeguarding training. The parents and children are also involved in the self-evaluation process, as their views and ideas are regularly sought. For example, after consulting the children, the children changed the tea time menu and they now make their sandwiches prior to going out on planned trips.

The childminder knows the children and their families well. For example, she finds out about the children's individual needs, abilities, backgrounds and routines. Feedback from parents and children is positive, for example, thank you cards and letters can be seen within one of the childminder's information files. The parents receive clear and detailed information about the children's care through the completion of individual development records and daily discussions with the childminder. The parents are encouraged to look at their child's development record, however, they are not currently adding their comments or observations to these. To promote joined up working, the childminder has developed positive links with other childcare providers, where minded children receive care and education from more than one setting. For example, she regularly chats to the staff at the different settings and looks at their notice boards to find out about upcoming events and planned activities.

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

The childminder has a good understanding of how children develop and learn. She has recently completed an early year's qualification and has attended other relevant training courses, which is clearly reflected in the childminders planning and assessment records. The system for assessing and recording the children's development accurately identifies the children's achievements, progress and shows the childminder's planning to promote the children's next steps. However, monitoring systems have not been implemented to ensure that there are no gaps in the children's learning.

The childminder is skilled at planning activities for the children. These are based on the children's interests and on themes, such as Autumn. The children have a positive approach to learning and are keen to participate in activities. As a result, the children are making good progress in their learning and development and children can stick at tasks for long periods of time, for example, one child played with the building bricks for most of the morning. The children can count from 1-13 and successfully recognise and name colours. Children of all ages enjoy participating in creative activities, such as painting and sticking.

Children are successfully developing their self-help and decision making skills. They independently access drinks, manage personal hygiene routines and can assert their own needs and preferences. For example, the children have a look in the childminders shed and choose what toys they would like to play with. The children are developing positive attitudes to others. This is because they learn about interesting events, such as Christmas and Chinese New Year. The children also

have access to resources which reflect positive images of diversity, such as books, dolls and play figures. The children have good opportunities to socialise with other children. The childminder takes the children to a childminding group where they enjoy various pre-planned events, such as music and movement sessions. The childminder is taking appropriate steps to ensure that resources and the environment is sustainable. For example, the children are encouraged to handle toys and furniture safely and they enjoy helping the childminder to keep the toys clean.

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	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

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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