

Inspection report for early years provision

Unique reference number	321976
Inspection date	02/11/2011
Inspector	Rachel Ayo
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 1987. She lives with her husband and adult son in the village of Altofts, situated between Wakefield and Pontefract. The home is close to shops, parks, nurseries, schools and a library. Public transport links are within close proximity. The whole ground floor of the childminder's home is used for childminding purposes and there is an enclosed rear garden available for outdoor play. The family have a pet dog.

The childminder is registered 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. She is currently caring for three children in this age group who attend on a part-time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently seven children on roll within this age group. The childminder attends groups in the community during the week and drops off and collects children from local schools. She is a member of the National Childminding Association and the Wakefield Childminder's Group, and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted very successfully in most aspects, although certain requirements are not met. Generally effective individualised observational assessment means that children make good progress in their learning and development. Positive relationships are established with parents in order to meet children's individual needs and promote inclusion, although links with other providers have not yet been established. The childminder demonstrates a good commitment to continual improvement, in particular, her personal development which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 16/11/2011

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

- ensure the risk assessment covers anything which a child may come into contact, with specific reference to plants

- further support children's learning and development by establishing clear starting points and next steps in line with the expectations of the early learning goals, and by developing links with other providers.

The effectiveness of leadership and management of the early years provision

The childminder has a wide range of policies and safety information to help her safeguard children. She has a good awareness of possible signs of abuse or neglect and of the procedures to follow should such concerns arise. However, although all adults in the home have been subject to vetting, the childminder has failed to notify Ofsted of changes to adult children moving in and out of the premises. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Generally, meticulous risk assessments ensure that hazards to children are effectively identified and minimised. However, although children are not left unsupervised, the childminder is unaware of whether certain plants in the garden pose a risk.

The childminder has compiled a detailed outcomes file as part of her systems for self-evaluation and arrangements for ensuring the efficient and safe management of her provision. She accesses funding to enhance her provision and makes effective use of resources within her community. She links closely with other childminders and support workers to evaluate different aspects of practice and looks at areas for development. She has effectively addressed the recommendation raised at her last inspection and improved outcomes for children by accessing a variety of training courses and she has also gained a childcare qualification. Parents are actively encouraged to share their views about the service through yearly questionnaires, which reflect very complimentary comments.

Equality of opportunity is promoted well and all families are positively welcomed. The childminder works closely with parents to meet children's individual needs, with information being exchanged effectively in most aspects before placement and then on a daily basis. This includes sharing information about children's development in order for parents to be actively involved in this. However, the childminder has not requested written parental permission to seek emergency medical treatment or advice which is a breach of requirements.

A variety of resources depict positive images of diversity in order for children to learn to value and appreciate the similarities and differences between themselves and others. In addition, they celebrate their own and others' cultures and beliefs and take part in charity events to support those less fortunate than themselves. The childminder has a good understanding of linking with other professionals where children have additional needs. However, she is less familiar with the requirement to link with providers where children in the early years age attend school to ensure a coherent approach to their learning and development.

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

Children are happy and develop excellent habits and behaviours that support their approach to learning. They are highly sociable, readily take turns and initiate their own play and learning as a result of the childminder enabling them to make choices and decisions. For example, they readily select a preferred activity from a wide selection of resources, set out invitingly in the creative play room, enhanced, for example, with exciting Halloween mobiles, artwork and posters. In addition, they choose which fruits they would look for snack and select from a variety of collage materials when creating firework pictures; an activity they clearly enjoy.

The childminder fosters children's self-esteem and confidence effectively with her positive interaction and good questioning. She undertakes regular observations and fully considers children's interests when planning for their next steps in order to ensure they enjoy their time with her and take part in a broad range of activities. This includes many interesting outings that help children learn about nature and the wider world, for example, exploring castles, pond dipping and visiting farms and adventure areas. The childminder monitors her provision and children's progress in certain aspects. However, she does not make effective use of the practice guidance to establish children's starting points or plan for their next steps in line with the expectations of the early learning goals, to fully ensure they make optimum progress.

Children demonstrate good hand and eye coordination as they place glue on their paper and purposefully shake the glitter container or use a paintbrush to spread out the paint glue. The childminder enthusiastically supports children as she introduces new vocabulary to describe the patterns and shapes on the pictures and encourages children to count how many shapes there are and draw different shapes, such as, a circle. Children show excellent computer skills as they skilfully log on, recalling the correct numbers to do so, before selecting a favourite programme. They demonstrate their imagination while playing with the small-world zoo activity and readily express the noise a monkey or lion makes.

Children are provided with many opportunities to benefit from fresh air and exercise. They demonstrate their physical skills using small and large equipment in the garden and confidently negotiate the steps on the slide; the childminder helps them learn about dangers by reminding them to hold on as they climb up. Nutritious meals and snacks are provided including a substantial home cooked meal each day. The childminder has a range of information to support her knowledge of particular dietary requirements. Children readily tuck into the chicken casserole and are reminded to blow this to prevent them from burning their mouth. They engage in simple food preparation and shopping and take part in planting and growing cress, tomatoes and courgettes. The childminder implements appropriate hygiene routines in order to minimise cross-infection. For example, the home is very clean and well maintained and children wash their hands before they eat and use paper towels.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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