

Inspection report for early years provision

Unique reference number	EY232870
Inspection date	14/04/2010
Inspector	Tracey Jane Outram
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 2003. She lives with her husband and three children, the youngest being 15 years of age. The family live on a smallholding that is situated in Holmfirth, West Yorkshire. It is a rural area with shops, a play park and school close by in the village. The ground floor of childminder's house is used for childminding purposes and the children are taken to local parks and play areas for fresh air and exercise. The family have a number of house pets plus a selection of outdoor animals, such as horses and chickens.

The childminder is registered to care for a maximum of six children under eight years when working alone; this may increase to eight when she is working with a registered assistant. There are currently 12 children on roll, of whom only one is in the early years age range. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The attentive childminder interacts well with the minded children who are confident and interested to participate in the activities provided. The children are happy and they make steady progress towards the early learning goals. The childminder has sound procedures in place to communicate with parents, in order for her to gain a secure understanding of the children's individual needs. However, there are two breaches of the legal welfare requirements of the Early Years Foundation Stage which relate to first aid and notifications to Ofsted. Overall, the childminder has a satisfactory capacity to maintain continuous improvement, and a positive attitude towards making changes. This is likely to secure improvements to the provision.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course by 07/05/2010 the end of April 2010 (Suitable people) (also applies to both parts of the Childcare Register)

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

- use observations to help plan the next steps in children's learning and development
- involve parents as part of the ongoing observation and assessment process
- overcome problems in accessing and using the outdoor environment to provide children with daily access to outdoor play.

The effectiveness of leadership and management of the early years provision

The childminder maintains the children's safety through the implementation of sound risk assessments and daily inspections of her premises, furniture and equipment. She closely supervises the children and demonstrates an adequate understanding of the signs and symptoms of child abuse, including the procedures of the Local Safeguarding Children Board. The childminder takes positive steps to ensure that documentation required for the smooth management of the setting is in place and ready for inspection. For example, she maintains an accurate record of children's attendance and personal details, and permission from parents to request emergency treatment or advice. However, the childminder has failed to maintain a valid paediatric first aid qualification, which is a breach of the requirements of the Early Years Foundation Stage. She also neglected to inform Ofsted of changes to her premises and members of the household. On this occasion Ofsted does not intend to take further action.

The childminder uses her time well to interact with the children. The home is well organised and the children have sufficient space to play, rest and relax. For example, freely accessible resources support children to make some decisions and choices about what they do. The range is sufficient to create a stimulating environment, which encourages the children's interest and curiosity. However, because the children do not benefit from daily access to outdoor play their learning opportunities are not fully addressed.

Equality and diversity is promoted adequately; all children are warmly welcomed into the setting and benefit from the activities and resources that promote their knowledge of a diverse society. The childminder has a positive attitude to developing links with other providers of the Early Years Foundation Stage; for example, she shares information which helps to ensure some continuity for those children who attend more than one setting. Similarly, the childminder has a trusting relationship with parents of the minded children; she is friendly, supportive and flexible. Parents are consulted about the needs of their children and benefit from some communications systems, which keep them informed of issues affecting the service. However, they are not routinely included in the process of self-evaluation, and there are no systems in place to strengthen the connection between the home and the childminding environment by including parents' comments in the childminder's observations and assessments. An informal process of self-evaluation has enabled the childminder to demonstrate a satisfactory understanding of areas for improvement, this includes the use of observations and access to outdoor play. She has adequately addressed all recommendations made at the last inspection.

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

The childminder's ability to nurture positive relationships enables children to feel secure within their surroundings. They are happy, and eager to show their affection towards the childminder whom they trust and have confidence in. The children are beginning to develop resilience as they learn about maintaining their personal safety along with that of others. This involves the children discussing road safety during outings and learning how to use equipment, such as, scissors with care. In addition, the childminder makes attempts to encourage children to develop a healthy lifestyle; they walk to and from school, frequently wash their hands and have access to fresh drinking water as required. Although outdoor play is a feature of the weekly routine, the children do not have the opportunity to enjoy vigorous physical play on a daily basis.

Methods of maintaining written and photographic observations of children are in the early stages of development. Consequently, the systems for planning the next steps in the children's learning lack a degree of clarity. However, in order to address this the childminder is making arrangements to work with staff from the local authority in order to increase her confidence and knowledge in this area. Nonetheless the minded children do benefit from a number of activities that are planned to address their unique developmental needs and which support the development of skills for the future. For example, the children enjoy learning about the world around them, they use maps and discuss features of their local environment, such as, the changing seasons. In addition, they particularly enjoy activities that encourage their creativity in both the arts and problem-solving. During the inspection the children were challenged to think carefully and plan how they should fold pieces of card to construct boxes for the puppets that they were busily designing and decorating. This involved children exploring different types of media, colours, patterns and shapes. Similarly, they skilfully used tools and confidently represented their ideas on paper by drawing a variety of different sized lines and circles. The environment is rich in print and there is a strong focus on communication and language development. The children have high self-esteem and are keen to talk and share their ideas. They listen carefully and are able to confidently answer questions following enjoyable story times.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 07/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 07/05/2010