

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY294728          |
| <b>Inspection date</b>         | 19/04/2010        |
| <b>Inspector</b>               | Christine Snowdon |
| <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.

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 2004. She lives with her husband and family near Castleford in West Yorkshire. Their home is within walking distance of parks, a primary school and shops. The whole of the ground floor is used for childminding purposes and toilet facilities are on the first floor. There is a fully enclosed garden available for outside play. The family has two cats.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for four children under eight years and offers care for children up to 11 years. She currently cares for two children in the early years age group on a part-time basis. She is a member of an accredited childminding association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are welcomed into a warm and homely environment where they are settled and content. The childminder is supportive of the children's needs and organises activities and resources that reflect their individual likes and interests. The children enjoy their time at the setting and make satisfactory progress in their learning. While the childminder promotes the children's safety both on and off site, the lack of written risk assessments means that this regulation is not met. There is some documentation on file which is used to support her practice. However, not all required information is in place. The childminder has made some good progress since the last inspection and has begun to consider self-evaluation, although this is not yet fully effective. She builds positive relationships with both parents and carers to provide consistent care and support for their children.

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

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

- develop the record of risk assessments clearly stating when it was carried out and by whom, date of review and any action taken following a review or incident, also ensure all areas children come into contact with are covered in the assessments (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 03/05/2010
- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 03/05/2010

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

- develop further the complaints policy and share this information with parents
- develop the system to monitor and evaluate current practice and promote continuous improvement.

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

The childminder is sufficiently organised and most aspects of documentation are in place to help support the children's health and welfare. The premises are generally safe and secure with appropriate safety measures in place so that children move around safely in their play. Additional work undertaken following the last inspection ensures that the garden pond is inaccessible to all children. However, there is no recorded risk assessment in place for the premises or outings undertaken. This is a breach of regulations as there is no record of ongoing safety being continuously checked. The childminder is clear in her role to safeguard children and has updated her knowledge through recent training. In addition, she has copies of the policies and procedures of her Local Safeguarding Children Board along with their telephone contact details. There are appropriate documents in place recording all accidents and any medication administered. However, written consent to seek medical advice or treatment for their child in an emergency, has not been requested from all parents. This is a breach of regulations and impacts on the childminder's ability to respond to such emergencies.

Children are welcomed into a friendly and relaxed environment where their individuality is valued and promoted. The childminder has a clear understanding of the children's differing abilities and makes sure that they all have equal access to the selection of toys and games provided. The childminder broadens their understanding of the wider world, equality and diversity, through visits around the community and conversations she engages the children in. There are positive working relationships with the parents and carers and good systems are in place to ensure information is shared; for example, through daily diaries, verbal feedback at arrival and collection times, telephone and text messages. The childminder actively promotes the children's progression into other early years settings through the sharing of appropriate information, and children's continuity of care and learning is being well supported. The childminder is able to demonstrate her intentions to improve outcomes for children. This includes recent work to fit patio doors so that they will have free-flow access to the garden area. While she has chosen to do the Ofsted self-evaluation format, this is still in the early stages and therefore is not yet effective in monitoring her own practice.

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

Children are cared for within a suitably organised family home with space to play freely, and to rest peacefully. They enjoy a range of play provision, some of which

is easily accessible to promote independent play. Children's learning is planned appropriately with days organised to offer a balance of free-choice play at home, some organised activities, regular trips out and outdoor play. The children's individual record books show how they are progressing in their learning and development, these contain some good written observations which are colour coordinated to show how they link to the six areas of learning. Next steps are also recorded and shared with parents and carers. Through discussion the childminder demonstrates a good knowledge and understanding of the children's individual likes and interests, describing activities and resources provided to promote their learning.

Children are settled and confident in the setting. They have a strong and trusting relationship with the childminder and enjoy snuggling up close to her and listening to the story. The childminder encourages the children to talk about the pictures in the book and help re-tell the story; they point too, and name the animals in the book, saying 'it's a dog' and make woofing sounds. They all laugh together as they make the sounds of a frog, clearly enjoying the story. Visits to the local library with the children further promote their interests in books, both fiction and non-fiction. Children have good opportunities to learn about the wider world in which they live and about similarities and differences; for example, they have visited a mosque, and celebrated Indian culture days by dressing up and enjoying appropriate music.

The childminder works with the parents, carers and other early years providers to ensure a consistent approach to behaviour management. As a result, children are learning to share, take turns and be caring towards one another. All dietary needs are discussed with parents and provided for. Children's good health is promoted as they help themselves to pieces of fresh fruit throughout the session. They have good opportunities to be active and benefit from regular outdoor play, fresh air and healthy exercise. They walk to the park where they swing, climb and balance on the fixed apparatus, or feed the ducks at the local pond. In addition, the childminder takes children individually to the swimming pool where she is helping them learn how to swim. Children particularly enjoy playing in the lovely garden area where they learn about nature and growing, while helping the childminder to plant and tend to the seeds.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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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> | 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 (Suitability of premises and equipment) 03/05/2010
- take action as specified in the early years section of the report (Welfare of children being cared for) 03/05/2010

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 (Suitability of premises and equipment) 03/05/2010
- take action as specified in the early years section of the report (Welfare of children being cared for) 03/05/2010