

Inspection report for early years provision

Unique reference number	EY364496
Inspection date	23/02/2012
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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband and children aged five and three years in the Menston area of Ilkley, West Yorkshire. The whole ground floor of the childminder's house is used for childminding along with a first floor bathroom and bedroom. There is an enclosed rear garden for outdoor play. Local amenities include shops, parks, schools, nurseries and a library and the childminder's premises are situated close to transport links. The childminder walks to the local school and pre-school to take and collect children and attends a range of groups within the community during the week.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom two may be in the early years age group, or three where her variation allows. The childminder is currently caring for four children in this age range and four children on the Childcare Register. The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are promoted suitably in most aspects. Systems for individualised observational assessment are adequate overall in helping children make progress towards the early learning goals. However, links with other providers are not yet fully established. Effective settling in procedures, including positive partnership working with parents, ensures inclusion and results in happy, confident children. Although some weaknesses have not been fully identified, the childminder has some good systems for self-evaluation and demonstrates a strong commitment to the continual improvement of 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:

- ensure that all risk assessments include the date they were completed (Documentation). 08/03/2012

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

- develop systems for establishing children's starting points and monitoring any gaps in their learning, ensure consistent links are made with other providers and ensure there is a suitable range of accessible resources available to meet the needs of very young children

- include the arrangements for snack time, hand washing and the disposal of food which has been on the floor, in risk assessments to fully minimise the risk of cross-infection
- keep of record of evacuation drills.

The effectiveness of leadership and management of the early years provision

The childminder is able to identify possible signs of abuse or neglect and is clear about the procedures to follow in the event of a concern of this nature. Risk assessments are appropriate in identifying and minimising hazards, although some records do not include the date of completion. This is a breach of requirements. The premises, indoors and outdoors, are secure and toddlers are secured in a booster seat highchair to prevent an accident. The childminder has obtained appropriate fire detection and control equipment, identified as a previous recommendation, in order to promote fire safety. Regular emergency evacuation drills are carried out, although these are not logged.

Documentation is generally well organised and readily accessible to promote the efficient and safe management of the provision. A wide range of written policies and procedures have been devised and these work appropriately in most aspects of the childminder's practice. The childminder links with her local authority advisor and positively addresses areas highlighted for development, for example in the focussed improvement plan, and she makes good use of training courses. Questionnaires are provided yearly for children and parents in order to actively involve them in sharing their ideas and suggesting areas for improvement.

Areas used for childcare are maintained satisfactorily and space and resources are organised reasonably to meet children's individual needs. Although, the range of readily accessible resources available to fully support toddler's learning and development, including natural materials, is limited. The childminder has a suitable range of furniture, equipment and resources to meet children's individual needs, including those which help children learn about diversity, another area addressed following the previous inspection.

There is effective partnership working with parents. They are well informed about the childminder's practice before placement through a detailed prospectus. They are actively encouraged to share what they know about their child in order for the childminder to meet children's individual needs. For example, through food likes and dislikes questionnaires and 'All about me' booklets devised with photographs of family members which parents have been asked to provide. Ongoing communication is achieved well, for example through daily diaries and newsletters, and parents are appropriately informed about, and involved, in their child's learning. The childminder, however, is not consistently linking with staff at other settings in order to promote a coherent approach to children's care and education.

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

Toddlers are clearly at ease in the childminder's home and are active and inquisitive. They show suitable levels of interest in their environment which is reasonably welcoming and enhanced with posters. They clearly enjoy practising their developing physical skills, such as pulling themselves up on furniture and attempting to take steps. As they do so the childminder stays close by for support. Positive relationships are observed between the childminder and toddlers and she supports their learning appropriately, showing an interest in what they say and do. For example, she sits looking at their family photograph booklet encouraging them to name family members asking 'Who's this?' Toddlers happily sit on the childminder's knee to listen to a story and readily point to the pictures, jabbering and attempting to use single words. Toddlers attempt to copy the childminder as she builds a tower with plastic stacking tubs then enjoy putting other toys inside them, such as play people, clapping their hands as they do so.

There are adequate planning systems to ensure children take part in a variety of activities, reflected in long term planning documents showing topics or themes and weekly planning. The range is suitable to meet children's individual needs and promote their learning and development. The childminder undertakes observations of the children, although the use of information gained from these is not fully effective in monitoring any gaps in children's learning. In addition, the childminder does not establish children's starting points at an early stage to find out what they already know and can do in order to help them make optimum progress. The childminder frequently praises toddlers which fosters their self-esteem and tells them how clever they are as they attempt to walk. The childminder explains that she helps nursery-aged children learn about keeping safe through discussions about dangers, for example while on outings.

Children take part in a good range of interesting outings, for example to the farm, museums, zoos and parks, and trips to feed the ducks. This helps them learn about the wider world and ensures they benefit from lots of fresh air and exercise to help them stay healthy. Although certain hygiene practices do not fully support this. For example, a towel is shared by children in the bathroom and toddlers do not wash their hands before eating a banana. They sit on the floor with this and when it is dropped it is offered back. The childminder incorporates home-made meals within her daily provision to help children make good choices about what they eat and toddlers readily help themselves to their beaker of water. The childminder helps to support good oral hygiene through her involvement in the 'First Steps to Healthy Teeth' award scheme in which she previously received a gold rating.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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	3
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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:	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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