

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY364727       |
| <b>Inspection date</b>         | 06/01/2009     |
| <b>Inspector</b>               | Paula Fretwell |
| <b>Type of setting</b>         | Childminder    |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since 2007. She lives with her husband and two children aged four and six in Ossett, near Wakefield. There are many local amenities close by including shops, schools and parks. All areas of the ground floor are used for childminding with a designated playroom for children's use and there is a securely enclosed garden available for outdoor play.

The childminder is registered to provide care for a maximum of four children under eight years and is currently minding four children in the early years age group. The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the childcare register.

The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

The childminder provides a very caring and welcoming environment for children, with a secure routine in which their sense of belonging is given very high priority. The childminder has an excellent understanding of how children learn through play and she understands the importance of linking with other settings to promote children's learning within the Early Years Foundation Stage. Positive partnerships with parents and carers supports children's development and written agreements reflect both the expectations of the setting and parents' wishes. The childminder fully supports parents in their role, offering flexible care to meet the individual needs of their children and adapting routines so that children come first. The childminder has a very high regard for children's safety and security with many systems in place to enable them to stay safe. The childminder is committed to her own personal development, recognises the need for continuous improvement and she uses informal ways of evaluating the quality of her provision.

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

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

- further develop systems with which to monitor and evaluate the quality of the provision
- develop links with other providers delivering the EYFS for children to ensure progression and continuity of learning and care.

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

The excellent organisation of supportive documentation underpins the childminder's practice and is securely filed. Policies and procedures comprehensively show how children's health, safety and welfare needs are met and the childminder has a good understanding of the Early Years Foundation Stage

framework. The childminder plans for children's learning and assesses their progress, recording lovely observations, photographs and art work in their individual box files to share with parents.

Effective communication is in place and daily information is exchanged with parents verbally. A detailed diary of information is shared with parents showing specific aspects of their child's care and regular newsletters keep parents informed about important aspects of the service provision. Secure and trusting relationships are fostered with the children so that their individual needs are fully met. The childminder is highly motivated and has a good knowledge of each child's unique personality and preferences and she consults parents about how to plan for the next steps in their child's development. Informal systems for monitoring the quality of the provision are in place, such as seeking feedback from parents, although there is no formal system in place for assessing the strengths and areas to improve. The childminder is proactive in making improvements to her provision and she has a clear commitment to her own development, which enhances the care for the children.

Children are safeguarded because the childminder has a very clear knowledge of the signs of possible abuse and a very good understanding of the procedures to follow in the event of a concern or allegation. All safeguarding procedures are readily available along with relevant contact numbers and the childminder understands the need to record all accidents and existing injuries to children.

## **The quality and standards of the early years provision**

Children make very good progress in their learning and development because they have warm and trusting relationships with the childminder who knows each child very well. The childminder uses her knowledge of what the children know and can do to plan the next steps in their learning and she fully understands each child's stage of development. For example, she encourages very young children to be more mobile and further develop their physical skills through play. The childminder understands how young children learn and she ensures daily opportunities are fun and challenging for their development across all areas of learning. Planning is in place and flexibly applied to take into consideration children's changing needs and feelings. Topics capture children's interest, such as 'animals' and 'out of this world' and they enjoy associated activities according to their level of understanding. Children enjoy regular visits to local places, such as parks and toddler groups and they have opportunities to socialise with minded children from other settings. The childminder understands the benefits of forming links with other settings that provide the Early Years Foundation Stage although these have not yet been established.

Children confidently access the resources they need to support their play and the childminder joins in to enhance their learning and extend their language skills. Lots of affectionate conversation, singing and chatter help very young children to learn new words and the childminder has excellent skills in interpreting children's early language. She responds promptly to non-verbal cues, such as children indicating they may be tired, and ensures their needs are fully met. Children's personal

routines are based on their individual needs. Children explore their environment and they are curious in their play. The childminder involves them in activities, such as recycling household waste to help them learn about the world around them. Children learn about other countries in simple activities and they make collage pictures of India and China. The childminder ensures children's artwork is attractively displayed and their sense of belonging is promoted well, for example, they proudly show their individual pictures on their special coat pegs and shoe boxes. The childminder maximises opportunities for children to learn spontaneously and she helps children to count, recognise colours and letter sounds in her every day communication with them.

Children enjoy a healthy, balanced diet and the childminder fully understands their individual dietary needs. The childminder works closely with parents to ensure children's individual dietary needs are met and any food brought from home is safely stored and handled. Children eat healthy snacks, such as fresh fruit and they are helped to understand their own needs through discussion. For example, the childminder asks them if they are thirsty and offers them a drink. Details of children's food intake are shared with parents and sample menus illustrate the range of food available.

The environment is very safe and secure for children. Risk assessments effectively identify any perceived hazards and clear procedures ensure only those authorised to collect children may do so. Appropriate equipment is in place to ensure children are safe and the childminder ensures all resources are safe and suitable for their use. Simple explanations help children to learn about their own safety, for example, older children are reminded not to have small toys near babies because they might put them in their mouth. Fire safety precautions are securely in place and children regularly practise emergency evacuation to help them understand how to keep themselves safe. Planned discussion, such as about fireworks, help children to be aware of their own safety. The childminder's calm and caring approach enables children to learn safe boundaries for their behaviour and there are simple house rules which children know. The childminder uses positive language, eye contact and friendly facial expressions as well as giving praise and encouragement to promote children's self-esteem. The childminder ensures children are actively involved in the setting and she divides her time up fairly to ensure each child is fully included.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| 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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.