

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY385660       |
| <b>Inspection date</b>         | 04/11/2009     |
| <b>Inspector</b>               | Paula Fretwell |
| <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 2009 and lives with her husband and adult son in Castleford.

Children have access to the one main playroom and there is an enclosed garden for outdoor activities. The childminder is registered for the care of six children under the age of eight years. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There is currently one child on roll in the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development needs are appropriately met within a friendly, welcoming environment. Effective partnership with parents ensures children's individual needs are suitably considered and the childminder is developing ways to share children's progress with them. Parents' views are sought to assist the childminder in evaluating her practice, although more robust systems for self-evaluation are not yet developed. The childminder is aware to develop appropriate partnerships with others to enhance opportunities for children's learning and development. Documentation, such as policies, procedures and children's individual records are clearly maintained, although not all required written consent from parents are available for inspection. The childminder has a sound understanding of the Every Child Matters outcomes for children and she works hard to establish positive experiences for each child.

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

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

- ensure that written consent is sought from parents to seek emergency medical advice or treatment (Documentation) 04/11/2009

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

- further develop systems for evaluating the practice and the quality of the provision
- further develop ways to share records of children's progress with parents.

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

Children are safeguarded because the childminder has a clear understanding of how to protect them and she knows what to do in the event of any concern. The childminder understands the need to supervise children at all times so that the activities for children are managed safely. Numbers of children being cared for are low and this enables each child to be fully included and benefit from high levels of individual attention. The childminder is aware of the strengths and areas to improve and is developing ideas to help her evaluate her practice. The childminder pays close attention to ensuring children's safety and they are encouraged to feel safe through simple explanations and house rules.

Resources are of high quality and used well to offer appropriate opportunities to children. Space and equipment are utilised depending upon the children's individual needs. Toys are rotated from a larger selection and children's choice and independence is promoted as they are able to choose what they would like to use.

The childminder is aware of the need to evaluate her practice and she understands her strengths and areas to improve. She is helped in this process by discussion with parents, and although self-evaluation systems are not yet fully established, she is committed to continual improvement to enhance the provision. Positive relationships with parents help to ensure children's individual needs are met and parents express their total satisfaction with the quality of the care for their child. The childminder demonstrates her knowledge of each child's individual abilities through discussion, and she plans for the next steps in their learning. Systems for recording children's progress and sharing this with parents are not fully established, although parents are welcome to discuss their child at any time.

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

The childminder has a clear knowledge of the welfare, learning and development requirements for the Early Years Foundation Stage and a good understanding of children's individual needs and interests. This enables her to offer a secure routine for children and to plan purposeful experiences appropriate for their development across all areas of learning. For example, she knows that children enjoy listening to music and so she ensures this is included in their day. Resources, such as puppets and interactive books are used to develop children's imagination and language, and the childminder uses local amenities, such as the library to support their learning further. Children have their individual pictures on their name cards for them to identify their belongings. The childminder is very aware of how children learn through play and she uses everyday opportunities to promote their learning in fun ways.

Children learn about healthy lifestyles through positive personal hygiene routines and the provision of a healthy diet. Policies and procedures support the childminder's healthy practice and help to prevent the spread of infection. Food is

prepared in conjunction with parents' wishes and the individual dietary needs of each child. The childminder offers a healthy, nutritious balance of foods which include fresh fruit and vegetables and she ensures they have regular access to drinks throughout the day.

The childminder uses positive strategies to encourage children to behave well, such as being a good role model and diverting unwanted behaviour. Simple house rules with pictures are displayed to enable older children to understand how to behave safely, helping them to develop skills for the future. The childminder is aware of the importance of giving plenty of positive praise and encouragement to promote children's self-esteem and make them feel good about themselves. Children's contributions are valued and their art work is displayed within the room.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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**

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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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