

Inspection report for early years provision

Unique reference number	EY394596
Inspection date	07/12/2009
Inspector	Liz Whitehead
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 has been registered since 2009 and lives with her family in Wakefield. She may work with an assistant. The ground floor of the property is used for childminding purposes, and there is an enclosed garden for outdoor play.

The childminder is registered to provide care for children on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children at any one time; two of whom may be in the early years age group. She has four children in the early years age group on roll. The childminder takes and collects children from school and they access local groups. She is qualified to Level 3 in Pre-School Practice and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder establishes strong relationships with parents and other settings to enhance the children's care and learning. She is very motivated and is keen to ensure that children's differing needs are effectively met, therefore, children's progress is good. However, the childminder is not planning for the next steps in children's learning. She successfully reflects on her practice to maintain continuous improvement through effective self-evaluation. Most of the required documentation is in place and enhances children's health, safety and well-being.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and the next steps in individual children's learning
- update the record of risk assessment to include assessments of risks for each type of outing.

The effectiveness of leadership and management of the early years provision

The childminder is committed to safeguarding the children in her care. She is fully aware of the procedure to record and report any concerns in line with the Local Safeguarding Children Board procedures and systems are in place to record existing injuries. Additionally, all adults living and working on the premises have undergone all the required suitability checks. The childminder has a sound understanding of how to keep children safe and takes effective steps to improve this, for example, through the fitting of a carbon monoxide alarm. Risk assessments identify possible hazards to keep children safe both indoors and outdoors, although those for outings are not sufficiently recorded, to keep children

safe.

The childminder has a good understanding of the Early Years Foundation Stage and effectively implements this into her daily practice. The many policies and procedures, which are shared with parents, effectively promote the children's health and well-being. The childminder is enthusiastic about her role and is keen to increase her knowledge and skills through regularly accessing relevant courses. These include; promoting positive behaviour, promoting equal opportunities and fire safety. The childminder regularly reviews her practice and actively seeks the views and opinions of children, parents and other professionals to ensure that she effectively promotes the outcomes for all children. Internal and external resources are used well, for example, regularly visiting the library, park and the local school and nursery. This ensures the children develop a good understanding of the local and wider community in which they live, and facilitates a smooth transition between settings.

Partnerships with parents are professionally managed and a wide range of information is readily available, including, through display notices which detail all aspects of the provision. The childminder appreciates and values parental views and opinions. These are used positively to assess the strengths and weaknesses of the setting and to meet the individual needs of all children. Parents are very happy with the care the childminder provides, and particularly appreciate the wide range of photographs in children's profiles which show their progress and daily activities. The childminder has a good understanding of the diverse backgrounds of the children she is caring for and works closely with parents to ensure that children feel fully included and valued, for example, through consistently implementing the language policy and learning key words in their home language.

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

Children enjoy their time with the childminder and are enthusiastic and motivated to learn. The childminder quickly responds to the children's interests and they thoroughly enjoy snuggling up to look at books together. The childminder actively develops children's language and vocabulary as she consistently talks to them and introduces words, such as 'centre' as they make cards. Therefore, children are confident communicators and join in enthusiastically with the words of familiar songs and rhymes. They are learning about information and communication technology, and are really proud as they are rewarded with music by pressing the correct buttons on programmable toys and know how to operate familiar household items, such as the television.

Children have a real sense of belonging and are confident to make their needs known, for example, stating they are hungry. They are becoming increasingly independent and are learning skills for the future as the childminder actively involves them in day to day activities, such as cutting their own fruit at snack time and clearing the table when they have finished. They feel really special and valued as they spontaneously look at their individual photograph albums. The childminder involves the families in their children's learning through encouraging them to

contribute to the display of items on the 'topic table'.

During their everyday play children make a positive contribution towards their own health and safety. They are encouraged to make healthy choices as they independently access drinks, and nutritious snacks, such as bananas and grapes. The childminder reinforces this through consistently implementing the healthy eating policy. Children know to wash their hands after toileting, and before they eat and good personal hygiene is effectively promoted as they independently recognise their individual towels. Children are becoming familiar with road safety and 'stranger danger'. Additionally, they use tools and equipment, such as scissors, safely and the childminder explains the importance of restraining the doll into the buggy. The children are beginning to understand what is expected of them and they behave well. The childminder sets consistent and realistic boundaries and is polite and courteous to the children, therefore, they spontaneously say 'thank you' when passed the glue.

The childminder has a good understanding of how to support the children's learning and is confident to use the Early Years Framework to carry out regular observations which are clearly linked to the six areas of learning. Through reflecting upon her practice the childminder has highlighted the benefits of introducing systems to plan the next steps in children's individual learning. However, this does not yet fully support the children's individual developmental needs. Children's progress is thoughtfully recorded in individual files with written captions and photographs which are shared regularly with parents. Good links with other providers and settings, such as schools and the local nursery are in place to enhance children's care and learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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

Met