

Inspection report for early years provision

Unique reference number	EY402168
Inspection date	24/03/2010
Inspector	Paula Fretwell
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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. She lives with her husband and two children aged one and three years in Wakefield. She uses downstairs rooms for childminding and has a garden accessible to children for outside play.

The childminder is registered to provide care for a maximum of four children under eight years and is currently minding one child in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for in a safe, inclusive and welcoming environment. They make good progress in all areas of learning and the childminder has a sound understanding of the Early Years Foundation Stage framework to support their individual welfare, learning and development needs. The childminder understands the need to evaluate her practice, although systems are not yet fully established to effectively identify strengths and areas to improve. Partnerships with parents enable children's needs to be mostly well met through regular communication and the childminder is aware of the importance of establishing links with others to enhance learning and development opportunities for children.

What steps need to be taken to improve provision further?

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

- continue to develop ways to evaluate and monitor the quality of the provision, seeking the views of parents and children
- obtain more detailed information from parents about children's starting points to enable parents to share what they know about their child
- further develop links with other providers of the Early Years Foundation Stage to enhance children's learning and development opportunities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder clearly understands her role in protecting them and she knows the procedure to follow in the event of a concern or allegation about their welfare. Visitors to the setting are recorded and there are clear procedures to ensure no-one unauthorised may collect the children. Policies and procedures are comprehensive and support the practice well, with parents receiving a copy for their own information. The childminder has a commitment to

driving improvement through ongoing experience as the practice develops and she is establishing effective ways of working within the requirements of the Early Years Foundation Stage framework. Resources are of suitable quality and are used appropriately to enable children to become independent in their play.

The childminder ensures every child feels valued by dividing up her time fairly to give them individual attention. This also enables her to observe their development and to plan for the next steps in their learning, which she clearly documents in children's individual files. There are supportive relationships with parents to enable children's individual needs to be met and discussed on a daily basis. Parents are encouraged to help their children settle as their individual needs determine so that trust is gradually built up. Information is shared at the start of placement, although this does not yet include information about children's starting points and capabilities for the childminder to extend their learning and development. The childminder understands the importance of developing links with other settings children may attend to enhance and complement learning opportunities for them, although these are not yet fully established. Systems for monitoring and evaluating the quality of the provision are being considered and the childminder has a developing awareness of the strengths and areas to improve.

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

Children are happy and settled and they enjoy their time with the childminder. Good relationships help them to feel confident and they are secure in a familiar routine which they know. A good balance of child-initiated and adult-led activities enables children to make progress in all six areas of their learning and there are daily outdoor opportunities as well as indoor play to support their health. The childminder is very calm, relaxed and patient with the children and she listens actively to what they say, responding well as they make their needs known. The childminder talks to children about important matters to them, such as what they have been doing at school. She places clear emphasis on enabling children to positively contribute to their own welfare, learning and development by encouraging them to make decisions and think for themselves. For example, she asks open questions and listens to their ideas, giving them a sense of belonging. Children enjoy choosing what they do and the childminder knows what appeals to their interests. For example, she helps them to set up the train track as she knows this is an area of particular interest and they talk about which trains go fast. She extends their play by adding bricks to make bridges over the tracks and this encourages them to develop their ideas further. Children's learning is maximised within everyday experiences. For example, children hear and see the post being delivered and they help to sort the letters into piles, talking about who each one is for and counting how many there are. Children's vocabulary is extended through plenty of conversation and the childminder banters with them as their sense of humour develops.

Children's health is supported through effective policies, practices and personal hygiene routines. Children know why it is important to wash their hands and their independence in self-care is promoted. Children make healthy choices about food

and drink, such as choosing what fruit to eat, and the childminder encourages them to be aware of their own physical needs. For example, children talk about having a tummy ache and the childminder asks them what might make them feel better, leading them to ask for a drink. Children are encouraged to be accepting of each other's differences and consider the feelings of others through everyday conversation. For example, older children are encouraged to play cooperatively and be aware of the needs of younger children. This helps them to develop skills for the future. Children are helped to feel safe through the childminder's simple house rules and gentle reminders in their play. They know how to stay safe when out and about and they talk about what the different colours of traffic lights mean. Children enjoy plenty of praise and encouragement to help them to feel valued and they behave well in response to the childminder's realistic expectations and positive strategies used.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	2
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	2
The extent to which children develop skills for the future	3

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

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
--	-----