

Inspection report for early years provision

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Inspection date	19/07/2010
Inspector	Helene Anne Terry
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 2010 and lives with her husband and three children, aged 14, 10 and eight years of age. The family live in a semi-detached property in Shipley, West Yorkshire. The whole of the downstairs of the home and the bathroom and bedroom on the first floor, are used for the children. There is currently no suitable garden for outdoor play, therefore children are taken out daily.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. At present, she has three children on roll aged between two and three years, who attend for various sessions throughout the week. The childminder supports children who speak English as an additional language. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children out to various groups, the library and parks. She is a member of National Childminding Association and has a level 3 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a welcoming setting in which their welfare needs are met well. The childminder has a good understanding of the Early Years Foundation Stage and provides children with a good range of activities to support their learning and development. Appropriate systems for gathering information from parents ensure that the childminder is aware of the children's individual welfare needs. Systems for sharing information with other providers are understood. Processes for monitoring and evaluating the setting are in the developmental stage. As a result, a welfare requirement has not been fully met. However, the provider is newly registered and demonstrates a sound commitment to her own continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents, at the time of the each child's admission to the provision, for the seeking of any emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

04/08/2010

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

- update the record of risk assessment to include any assessments of risks for all outings and trips
- develop further systems for observation and assessment to ensure that all six areas of learning are clearly tracked over a period of time for each child.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a sound knowledge of possible signs and symptoms of abuse and is fully aware of her duty to report concerns. Risk assessments in the home are used to help minimise potential hazards to the children, with the childminder conducting various daily checks. Although the childminder keeps a general record of risk assessment for outings, these are not specific to each outing undertaken with the children. Most other required records and procedures are in place and shared with parents to promote children's welfare. However, written permission from parents to seek emergency medical treatment or advice for each child is not obtained. This is a legal requirement.

Although the childminder has only recently registered, she is beginning to evaluate her provision. She has attempted to access the self-evaluation form through Ofsted and is beginning to consider ways of improving her practice, as she looks at the service she offers. She has identified further resources that she wishes to obtain and has future plans to make her garden suitable for the children. She also seeks support from the local authority's development worker to enhance the service she offers to the children.

The childminder's home is warm and welcoming and the available play space is utilised effectively. Children move freely between the two rooms on the ground floor for a variety of activities. A good range of resources are set out at child-level so that children can access them for themselves, promoting their independence well. There are resources that help children to value diversity, such as books, dolls, dressing-up clothes and posters that include positive images of the wider community.

The childminder has developed positive relationships with parents to enhance the two-way process of caring for children, developing continuity of care as a result. She obtains and records information about the children's needs to ensure they remain happy and settled within her care. She also speaks to parents on a daily basis to ensure they are aware of the activities their child has participated in and they have access to their child's development records. The childminder shows a good commitment to inclusive practice. She speaks three languages and communicates with parents and children in their preferred language to help children settle well. The childminder understands the benefits of establishing links with other early years settings; however, she does not currently care for children for whom this is relevant.

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

Children are happy, content and well cared for. The childminder knows each child well, including their interests, likes and dislikes. Children engage in a wide range of interesting and stimulating activities that are adult-led and child-initiated to promote all areas of learning. Plans are linked to children's interests and stages of development. The childminder makes observations of the children at play and uses information gathered to assess children's progress and to identify next steps for their individual learning and development. Although sources of evidence in children's learning journeys are limited, the childminder demonstrates a good knowledge of children's stages of development and how to support their next steps. She is currently in the process of further developing progress records for all the children.

Children become increasingly independent as routines and activities incorporate opportunities to promote self-help skills, such as making choices about the types of paper that they use for activities and the colours of paint they use. They also enjoy choosing the fruit they want for snack time. The childminder intervenes appropriately to extend and challenge children's learning during the activities. For example, when children are painting at the easel she asks questions which are relevant to the children's play and help them to think, such as 'What colours are you using' and 'How many colours have you got?'. She also gives the children the time and space to experiment with new skills. For example, a child is given lots of support and encouragement as he learns to use scissors.

Young children are becoming confident with communicating using speech. They are able to put sentences together to communicate their thoughts and needs. Children who are bilingual are encouraged to move between both languages, showing that each language is valued. Children enjoy role play and show good levels of imagination as they pretend to make cups of tea and prepare meals. They sing to themselves as they play and access the musical instruments to experiment with sound. They build social skills through outings to places of interests and playing with their friends at toddler groups.

Children learn about healthy lifestyles and have good opportunities to be physically active. The children are taken out daily to toddler groups and local parks where they develop good control of their bodies. They also learn about food that is good for them and they enjoy a healthy diet that meets their individual needs. They show pride at snack time when they are encouraged to cut up their own banana; promoting their self-esteem. The children take part in good hygiene practices after visiting the bathroom, having their nappy changed and before eating meals. They also learn about oral hygiene and brush their teeth after meals. They are beginning to learn how to keep themselves safe inside the home and on outings. For example, they learn about road safety and how to use equipment safely and they take part in the regular fire drills. Good support is given to help children behave well. They receive high levels of praise in recognition of good work and kind acts.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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