

Inspection report for early years provision

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Inspection date	06/10/2011
Inspector	Rachel Ayo
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 was registered in 2010. She lives with her husband and children aged six and three years in the Oakworth area of Keighley in West Yorkshire, close to shops, parks, nurseries, schools and a library. Public transport links are within close proximity. The whole of the childminder's home, except two first floor bedrooms, is used for childminding purposes. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is currently caring for two children in this age group who attend on a part time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there is currently one child attending within this age group. The childminder takes children to and from school and 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's welfare is promoted suitably, although certain requirements are not fully met. Children develop a strong sense of belonging as a result of positive relationships with the childminder and their independence is appropriately fostered. Observation, assessment and planning systems are generally adequate in ensuring children's progression towards the early learning goals, and their individual needs are met appropriately through positive partnership working with parents and others. There are adequate systems for self-evaluation in order for the childminder to ensure the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments undertaken for outings and include a first aid kit as part of the equipment taken on outings
- ensure the risk assessment includes anything with which a child may come into contact, with particular reference to sharp implements
- improve hand washing routines in order to develop children's awareness of healthy practices
- develop the systems for observation, assessment and planning by establishing children's starting points and monitoring their progress to ensure there are no gaps in their learning, and by ensuring a broad and balanced curriculum is provided.

The effectiveness of leadership and management of the early years provision

Adults in the home are vetted and the childminder has a suitable awareness of possible signs of child abuse or neglect, and of the procedures to follow where such concerns are identified in order to safeguard children. Most hazards are identified and minimised to keep children safe. For example, a safety gate prevents access to the stairs and doors are kept locked for security purposes. However, the risks posed by sharp implements in an accessible kitchen drawer have not been fully considered. The childminder is vigilant in her supervision of toddlers who have recently begun to walk, and she demonstrates safe practices, for example, securing them in their booster seat on the chair. Most procedures for outings promote children's welfare, although risk assessments are not logged and a first aid kit is not part of the equipment taken.

The childminder's organisation of the provision, including space and resources is satisfactory and documentation is adequately maintained to promote the efficient and safe management of the provision. However, the childminder has been caring for more children than her conditions of registration allow although this practice has now ceased. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action.

There is appropriate partnership working with parents in order to meet children's individual needs, for example, exchanging appropriate information before placement and on a daily basis. She plans for each child, ensures no gender bias in her provision and is aware of issues relating to inclusion through training. Where children recently started school the childminder provided information about their progress and she is developing systems to link in with school topics and communicate with staff to promote coherence in children's learning.

As part of her systems for self-evaluation, the childminder utilises the Ofsted form and has begun to use the local authority quality assurance document to enhance her practice. She accurately identifies the strengths of the provision and areas for development, for example, individualised observational assessment. She welcomes advice from local authority advisors and encourages parents and children to verbally share their views about the setting. The childminder has completed mandatory training along with some additional courses, demonstrating her commitment to continuous improvement.

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

Toddlers are happy and demonstrate suitable levels of interest in their environment. They show some confidence to explore on their own, while regularly seeking reassurance from the childminder who stays close by. The childminder undertakes some planning, based around topics, and basic observations of the children are linked to the expectations of the early learning goals to identify next steps. However, systems are not sufficiently robust in identifying starting points.

There are insufficient monitoring, observation and planning systems in place to ensure that children make optimum progress and that there are no gaps in their learning.

The childminder appropriately supports toddler's learning with her positive interaction. She sings to them, shows how toys work and tickles them, which they respond to by giggling. The childminder links words to objects helping toddlers to develop their communication skills and toddlers show their developing language by repeating words and using gestures, for example, pointing to indicate their needs. Toddlers explore the shape sorter and musical toy, learning how to operate simple technology by pressing buttons. As they explore their environment they show increasing control of their physical skills, using furniture to pull themselves up.

Toddlers demonstrate that they feel safe and secure as they readily approach the childminder to sit on her knee or to be picked up. The childminder reminds them to be careful as they pull themselves to standing, helping them learn about keeping safe. School-aged children attended a hospital open day where they explored an ambulance, used bandages as part of role play and learnt about preventing accidents and staying safe. In addition, road safety role play equipment is borrowed from external sources to further develop children's good understanding of dangers. The childminder effectively fosters toddler's self-esteem and confidence with frequent praise and encouragement. Positive reinforcements, for example, a prize box for school-aged children provides additional incentives for good behaviour. Children effectively learn to appreciate the similarities and differences between themselves and others through diversity being portrayed positively, for example, through posters and other resources.

Children are provided with suitable opportunities to help them to stay healthy. They have regular opportunities to benefit from fresh air and exercise through interesting and educational outings, for example, to a variety of parks and museums. The childminder provides healthy light snacks and meals which incorporate fruit and vegetables and homemade dishes. She suitably helps school-aged children learn about a healthy lifestyle, for instance, by talking to them about making good choices about what they eat and the different types of food, displayed in a poster. Necessary steps are generally implemented appropriately to minimise cross infection, although toddlers do not wash their hands before they eat.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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	3
The extent to which children feel safe	2
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

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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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