

Inspection report for early years provision

Unique reference number	EY410141
Inspection date	03/05/2011
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 their two year old daughter in the Marsden area of Huddersfield in West Yorkshire. Local amenities include schools, nurseries, parks, playgroups and a library. Shops and public transport links are close by. The whole of the home is used for childminding purposes, except for the basement, and the front area of the garden is available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently caring for one child in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register, although there are no children on roll within this age group at present. 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's welfare is promoted suitably, although certain requirements are not fully met. Children develop good levels of confidence and self-esteem as a result of the childminder's warm, positive interaction. Systems for planning, observation and assessment are generally good in helping children to make good overall progress in their learning and development. The childminder works in partnership with parents appropriately to promote inclusion and meet children's individual needs. The childminder has suitable systems for self-evaluation and demonstrates a good commitment to the improvement of her setting and her professional development in order to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure there is a clearly defined procedure for the emergency evacuation of all areas of the premises (Suitable premises, environment and equipment) 17/05/2011
- ensure that all areas used by children are included in the record of risk assessment (Documentation). 17/05/2011

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

- carry out regular evacuation drills and record the details in a fire log book of any problems that were encountered and how they were resolved
- establish children's starting points in conjunction with parents and monitor planning and observations to ensure there are no gaps in children's learning

- increase the range of resources that reflect diversity.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an adequate awareness of child protection issues, including the reporting procedures where concerns arise, and she holds the most up-to-date safeguarding guidance. Hazards are satisfactorily identified and minimised through suitable risk assessments. For example, a guard protects children from the fire and a safety gate prevents their access to the stairs. Children's safety is considered appropriately on outings and certain aspects of fire safety are in place, such as there being adequate fire detection and control equipment. However, there are no clear procedures for the evacuation of the premises when using the second floor bedroom in order to fully identify and reduce risks. This is a breach in requirements. In addition, regular evacuation drills are not carried out. Documentation is stored securely when not in use and is generally maintained appropriately, although a record of the risk assessment undertaken on the garden is not maintained. This is a breach of requirements.

All families are welcomed into the setting and children's individual needs are appropriately met. The childminder considers their likes, dislikes and interests in her provision and she ensures that the range of toys she provides are well balanced to reflect no gender bias, although resources that depict positive images of diversity are more limited.

Parents receive information about the setting's policies and procedures in writing to ensure they are fully informed about the care of their children, and a diary ensures daily communication with parents. Parents suitably share what they know about their children and they are adequately informed about children's achievements and next steps, which they are suitably encouraged to support at home. Although there is no requirement to do so at present, the childminder is aware of working in partnership with providers where children attend other settings or where they are involved with external professionals.

The childminder uses the Ofsted self-evaluation form suitably to help her evaluate her provision and she links with other childminders to gain ideas and share practice issues. She has a very positive attitude to continuous improvement, in particular her professional development, and has made some good strides since registration. She has completed all mandatory training, along with making use of courses run by her local authority, and reflected in her continuous professional development record. She is currently working towards a Level 3 qualification.

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

As a result of effective settling in arrangements children are happy, well settled and clearly at ease in the childminder's home-from-home environment, which is appropriately organised. They are active and inquisitive and enjoy their time at the

setting as they readily make choices about what they would like to play with or eat. For example, while having a snack of fruit, toddlers show a clear preference for the strawberries and after eating these they take out and place the pieces of banana on the table to look for more strawberries. The childminder responds positively by asking if they would like some more while gently encouraging them to try the banana as well. A varied range of appropriate resources are set out and clearly engage toddlers' interest and the childminder sits alongside them to effectively support and extend their learning.

The childminder undertakes regular observations of the children, reflected in annotated photographs, for instance, and she links these to the six areas of learning. She clearly identifies children's next steps in line with the expectations of the early learning goals, although children's starting points are not established to ensure that they are supported in making optimum progress and planning is not fully monitored to ensure there are no gaps in the curriculum.

After finishing their snack, the childminder reminds toddlers to be careful getting off the small plastic chair and they readily approach her and stretch out their arms to be picked up, demonstrating that they feel safe. She readily responds to them, offering a comforting cuddle before they wriggle to be put down and wander off to play. They attempt to communicate through babbling and using gestures, such as pointing, and imitate the childminder as she presses buttons on the oven in the small world house, which then creates a sizzling sound. The childminder encourages their imagination by pressing the door bell and asking, 'Who's at the door? Are you coming to check?' Toddlers then engage in good imaginative play with role play resources. They pretend to feed the doll then push it in the pram, negotiating objects and space well as they pull this backwards when it can go no further because of the track.

They learn to match different shapes as they explore the plastic sticky role play fruit by pulling them apart, discarding them on the floor until the wooden tray is empty and then finding the correct halves with the support of the childminder. As toddlers find a strawberry, the childminder says, 'We've just had strawberries for snack, haven't we?' The childminder initiates games, such as 'peek-a-boo', which toddlers engage in enthusiastically, and she helps them to complete an animal inset puzzle. Toddlers delight in the animal sounds created when each piece of puzzle is fitted correctly. The childminder praises and encourages toddlers frequently, which effectively fosters their self-esteem and confidence.

The childminder is only required to provide morning snacks at present and she ensures that these are healthy. Toddlers have ready access to their beaker or this is offered regularly by the childminder. Appropriate hygiene routines minimise cross-infection, and accident, medicine and illness procedures are implemented as required. Children have suitable access to fresh air and exercise as they visit the local park and feed the ducks.

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	2

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	2
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	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

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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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