

Inspection report for early years provision

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Inspection date	07/04/2011
Inspector	Helen Blackburn
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. She lives with her husband and son aged two years in the Ossett area of Wakefield. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor, first floor bathroom and front bedroom of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has fish as pets.

The childminder is registered on the Early Years Register and she can care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. The childminder is currently minding one child in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care.

The childminder takes and collects children from local schools and nursery and she goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Through having good relationships with parents and sharing relevant information, the childminder meets children's individual needs. The childminder provides a fun and challenging learning environment that supports children in making good progress in their learning. Children are well behaved, enthusiastic and independent learners who are beginning to learn about diversity and difference. The childminder maintains a good range of documentation, policies and procedures. Overall, these contribute to promoting and safeguarding children's welfare. The childminder's commitment to developing her service is good and she is beginning to use self-evaluation as a way to monitor and evaluate her service.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the Local Safeguarding Children Board guidance and the procedure to follow when dealing with allegations of abuse by anyone living or working on the premises
- develop self-evaluation processes, including exploring ways to incorporate the views of parents and children
- extend the emergency evacuation procedures to ensure they include the procedure to be followed when using the first floor of the premises.

The effectiveness of leadership and management of the early years provision

The childminder promotes and safeguards children's welfare well. Overall, she has a sound understanding of her responsibilities in protecting children from harm. For example, she is aware of possible signs of abuse and neglect and she understands the importance of reporting and monitoring concerns. However, her knowledge of how to deal with allegations of abuse against herself or anyone living on the premises and information of the Local Safeguarding Children Board guidance and procedures is more limited. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises all visitors to the home. This contributes to keeping children safe and protected from harm. The childminder maintains a good range of documentation, policies and procedures, which promote the safe and efficient management of the setting. For example, her extensive policies include how she promotes equality, deals with complaints and manages children's behaviour. The children are cared for in a safe and clean environment. For example, the childminder supervises children's play and she carries out risk assessments of her home and outings. This means she puts in place good measures to minimise the risk of accidents. The childminder's risk assessments include her emergency evacuation procedures. However, she has not fully considered the evacuation of the first floor of the home, for example, when children are sleeping. Through effective organisation of resources, children make safe and independent choices in their play. In addition, the childminder makes good use of resources within the local community to extend children's experiences. For example, children go on walks, they enjoy going to bird gardens, they play at the park and attend groups at the local children centre.

The childminder understands the importance of promoting ongoing improvement and her ambition and commitment towards this is good. For example, through training and liaising with other professionals she explores different ways to gain new ideas. This includes the childminder gaining her Higher National Diploma in Early Years and Childhood Studies. She is beginning to use self-evaluation to help her evaluate and monitor her service and this contributes to her identifying areas for development. However, the self-evaluation process is new and the childminder is still exploring ways in which she can incorporate the views of parents and children.

The childminder has good relationships with the parents. They regularly share and exchange relevant information, which means the childminder knows children well. This contributes to her meeting their individual needs. Through discussions, diaries, written policies and procedures parents receive good quality information about their child's day and service. The childminder actively involves parents in children's learning and progression because she regularly shares with them their child's progress records and observations. Comments from parents are positive. For instance, they speak highly of the level of care children receive. The childminder is aware of the necessity of working with others involved in children's learning or care, such as school or health professionals. This means she takes appropriate steps to ensure children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

The childminder has good relationships with the children, she knows them well, and therefore, she effectively meets their individual needs. Observation, planning and assessment arrangements are good. This means the childminder supports children in making good progress in their learning. For example, through carrying out regular observations and matching these to the expectations of the early learning goals, the childminder is able to plan activities to support children's progression. The childminder is actively involved in children's play and they respond well to this. For example, she encourages young children to solve simple problems as they try to fit the shapes into the box and she positively interacts with them, which results in children babbling and smiling with excitement. The children are curious and inquisitive learners, for example, they enthusiastically explore their environment, reaching for toys and pointing to things that interest them in the garden. The childminder provides a welcoming learning environment where children have access to varied resources and activities. For example, children use their imagination through role play activities, they express their creativity through arts, crafts and music and they enjoy looking at books and joining in fun rhymes and songs.

The childminder manages children's behaviour well, which contributes to them developing positive and harmonious relationships with others. For example, through play and discussions children learn about right, wrong, good manners, sharing and taking turns. Through praise and celebrating achievements, the children have good self-esteem and a positive self-image. Overall, the childminder provides a sufficient range of resources, activities and discussions so that children develop an awareness of diversity and difference. For example, children learn about different cultures and religions through books and celebrating different festivals. However, she is aware there are some gaps in her resources around positive images of gender and stereotyping.

The childminder provides a safe and secure environment that provides continuity for children. This, alongside positive relationships, results in children feeling safe and settled in the childminder's care. In addition, children learn about the importance of keeping themselves safe. For instance, the childminder involves young children in evacuation practices and she adopts good road safety procedures on outings. The children are learning well about why they need to adopt good personal hygiene practices. For example, they routinely wash their hands at appropriate times throughout the day. In addition, through healthy nutritious meals and snacks, the childminder encourages children to make healthy choices. This supports children's healthy growth and development. The children have good opportunities to be active and to access fresh air. For example, children go on daily walks and they enjoy playing in the garden and at the park. In addition, through good organisation of the space, babies and young children have the space and freedom to roll, crawl and explore their environment. This supports children's physical development. In addition, children are developing good coordination and dexterity skills. For example, they manipulate a wide range of

resources, such as shaking and banging musical instruments, they draw and make marks and enjoy building and constructing with bricks.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2

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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