

Inspection report for early years provision

Unique reference number	EY415326
Inspection date	20/04/2011
Inspector	Mr Shazaad Ashad
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 she lives with her husband in Featherstone, Pontefract, West Yorkshire. The whole of the ground is available to children. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops.

The childminder works alongside another childminder from her home. When minding alone she is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. When co-childminding the registration is for a maximum of 10 children under eight years at any one time, no more than four of whom may be in the early years age range. There are currently four children on roll of which four are in the early years age range. Care is also provided to children over five years of age. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The provision is registered for overnight care.

The childminder has the Level 3 qualification in Childcare and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has made a positive start to her childminding. All aspects of the children's welfare are successfully met through sound practices and organisation of the setting. She adequately ensures that she gathers relevant information from parents and carers at the beginning of the childminding arrangements. She has effective policies and procedures in place, which are sufficiently shared with parents. However, the use of the self-evaluation process is still in its infancy.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to maintain improvement in the setting and include parents contribution to the process
- develop assessment systems to clearly show the children's starting points and how these are linked to the next steps in their development
- ensure resources are developed further to include positive images of other cultures and beliefs.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibilities with regard to safeguarding children. She is committed to developing her knowledge and understanding of children's safety and has completed a safeguarding training event. There are adequate safeguarding policies and procedures in place, which are implemented to ensure children, are sufficiently protected. For example, all adults in the home have completed appropriate suitability checks. She has in place daily risk assessments for her home and outings. For example, she uses the daily risk assessments to identify any potential hazards and ensures she teaches children about keeping themselves safe. Consequently, children are safe in her care. All the children follow safe practices and demonstrate sound awareness of their environment and safety. For example, all children practise the fire evacuation procedure.

The childminder has sound understanding of the Early Years Foundation Stage framework. The home environment is child-friendly and all the conservatory playroom space is well used. A wide range of good quality play resources provide children with the opportunity to make informed choices and plan their own learning. Planning and the children's observation are in their infancy and consequently the assessment systems do not fully identify the children's starting points and the follow through of the next steps in their learning. Effective communication systems and the childminder's warm and friendly approach have contributed to a sound partnership with parents. Parents are encouraged to take an active role in their children's learning. They receive a daily diary report about their children's day and general progress. Links with other care settings delivering the Early Years Foundation Stage are developing.

The childminder's work very well together. They have a high level of enthusiasm and commitment to developing their service. They have a clear vision about future plans to improve outcomes for children through the use of training opportunities. The childminding arrangements are relatively new and as such the use of the self-evaluation is yet to be further developed.

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

Children are confident and settled. They move with ease through the playroom and outdoors. They benefit considerably from the calm, relaxed and soothing environment, which respects their individuality and allows them to be themselves. Their strong sense of belonging is securely fostered through the childminder's sensitivity and a desire to help the children to see the setting as an extension of their home environment. They relish the opportunity to recognise their own individuality and eagerly identify their Easter theme creative work displayed around the room. For example, the playroom has Easter cards and Easter baskets which

the children have made for themselves and their families. This indicates meaningful and secure relationships have been developed with trusted adults. The childminder knows the children very well. Parents provide the childminder with information about how the childminder can support their children's social, emotional and well-being. The childminder ensures information gathered from parents is respected and acted upon to ensure the children's evolving needs are continually met, such as helping children to prepare for their transition to nursery. Sound strategies ensure children's behaviour is managed effectively through explanation, reasoning and distraction. They learn to share, be kind and be respectful to others. For example, children share the use of the outdoor play equipment.

Children are motivated and interested in a sound range of purposeful activities, which provide challenge appropriate to their age and stage of development within the Early Years Foundation stage. The childminder has a sound understanding of how to promote their development through the use of observations and tracking systems. Children explore the good space outdoors. They confidently select their own games and use the role play for a picnic game. The childminder takes an active role in children's play and provides thoughtful support and encouragement. She consistently supports early communication skills through talking to children about what they are doing whilst at play and echoes children's speech as she provides a sound level of adult interaction. Children are beginning to problem solve as they decide to have an outdoor role play picnic. The children decide everyone should have a cup of tea and something to eat. The childminder asks the children how many cups and plates they will need. This helps children to make links with familiar experiences. Children learn about the wider world through discussion and through the celebration of some festivals. However, resources in this area are very limited and do not sufficiently portray positive images of other cultures and beliefs.

The childminder works closely with the co - childminder to ensure children have a positive approach to following a healthy diet and taking regular exercise. They use a variety of vegetables with lunch and fresh fruit. Children enjoy being out in the fresh air. They go for walks in the park and explore the environment. During outdoor play collect small insects such as Ladybirds. They attempt to listen to the noises made by the insects. Children are beginning to develop awareness of their own safety and of others. More able children gently remind younger children to play carefully outdoors. They ensure they have sun cream and sun hats on during outdoor play. They explain that their hats protect them from the heat of the sun. They share resources outdoors sensitively and have close bonds with their peers. This ensures children's personal and social development is sufficiently fostered.

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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