

Inspection report for early years provision

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Inspection date	31/08/2011
Inspector	Paula Fretwell
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 has been registered since 2010 and lives in Wakefield with her family. She is registered to work with another childminder at this address. Care is provided on the ground floor and there is an enclosed rear garden for outside play. The childminder is close to local schools, pre-schools and other facilities.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder may care for six children under eight years of whom three may be in the early years age range and of these one child may be aged under one year. When working with another childminder, they may care for a maximum of six children in the early years age range of whom two may be under one year. Currently there is one child on roll in the early years age group. 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 good.

Children are well cared for in a welcoming, inclusive environment. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and she supports children's individual welfare and learning and development needs well. Self-evaluation systems effectively identify strengths and areas to improve. Positive partnerships with parents and carers help the childminder to promote the individual well-being of each child and she is aware of the benefits of establishing links with others to enhance opportunities for children's learning and development.

What steps need to be taken to improve provision further?

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

- improve ways to share children's progress records with parents, using information from parents about what they know about their child
- improve the links with other settings children may attend to enhance learning and development opportunities in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands the procedure to follow for dealing with any safeguarding concerns or allegations. She is fully aware of the signs of possible harm or neglect to children. She is vigilant about their safety and supervision; doors are kept locked, visitors are monitored and recorded and their presence is explained to the children. Children freely explore the space they need to play and resources are easily accessible to support their learning and development. The

childminder assesses any risks in places where children play, keeping hazards to a minimum. Children learn how to keep themselves safe through simple reminders, such as why they must not put too much food in their mouths at once. Highly effective teamwork is in place; the childminder works very effectively with her co-childminder to give each child plenty of individual attention. Children cooperate well with one another, showing respect for their peers and for adults.

The childminder's high-quality interaction with the children positively promotes their learning across all areas. There is a good balance of child-led and adult-initiated activities, which are well planned to ensure individual needs are met. The childminder makes written observations of children's progress towards the early learning goals in their learning journey books, although parents do not yet routinely contribute to these records with ongoing information about their child. Parents give all necessary written consent for relevant aspects of their children's care. Their views on the childminder's service are actively sought and parents are very happy with the care their children receive. The childminder understands the need to develop links with others who have responsibility for children in the Early Years Foundation Stage, although due to her limited length of practice, these are not yet fully established. Self-evaluation systems effectively monitor the quality of the provision and the childminder has clear targets for future improvement.

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

Children enjoy their time in the setting and they have fun learning through play. They purposefully engage in a wide range of suitably challenging activities and they make good progress in all areas of their learning and development. The childminder works with her co-childminder at times and this enhances the ratio of adults to children and the quality of teaching and learning. As a result, children's individual needs and choices of activities are facilitated well. For example, younger children engage in their own choice of board game with the childminder, while the co-childminder works with the other children. The childminder skilfully interacts with children, using spontaneous opportunities to maximise their learning, particularly helping them to develop skills in language and communication. For example, she introduces new words in conversation, ensuring children understand their meaning. Children's interest in books is inspired through impromptu story telling, involving children in the plot and encouraging them to guess what happens next. Adults use plenty of open-ended questions to encourage children to think for themselves. Children's creativity is promoted well through fun and interesting role play. For example, they set up different types of shop and take turns to be customers and staff. All areas of learning are considered as children learn about what different shops sell, discuss opening hours, weigh goods and count money as well as operating the till and engaging in dialogue. They then extend their play by 'buying' their own fresh fruit for snack time. Children enjoy outdoor play and they use the childminder's garden well for activities as well as exploring local places, such as country parks. Children thoroughly enjoy art and craft activities and they become engrossed in making various creations, such as bags and glove puppets.

Children's health is supported well through effective policies, practices and

routines. Children enjoy healthy snacks and meals and the childminder works closely with parents to ensure individual dietary needs are met. Opportunities to picnic in the fresh air are enjoyed by the children. They develop an understanding of where food comes from as they see strawberries grow outdoors and they explore a fruit garden. Information about healthy eating is displayed on posters and offers interesting opportunities for children to discuss the nutritional value of fruit and vegetables. Children access drinks whenever they need to so they are not thirsty.

The childminder helps children to understand and value diversity through the provision of positive images, daily activities and play. Children appreciate each other's differences and similarities through discussion and they know they all have an equal place in the setting. Children contribute to make a poster for the wall with collage people representing themselves. Positive strategies are used to manage children's behaviour and all children are valued and included. Mixed ages of children work well together and they show respect for each other. Children's behaviour is good and they listen well to adults. They understand expected behaviour and rules, such as tidying away after they have finished playing and they enjoy receiving plenty of praise.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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