

Inspection report for early years provision

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Inspection date	16/04/2012
Inspector	Cathryn Parry
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 son aged ten months in the residential area of Brighouse in West Yorkshire. The whole of the ground floor and the bathroom and front bedroom, which is used as a sitting room, on the first floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7am to 6.30pm for 46 weeks of the year.

The childminder is registered to care for a maximum of one child under eight years at any one time, who may also be in the early years age group. She also offers care to children aged over eight years to 11 years. There are currently three children on roll of whom two are under eight years. Both of these are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and occasionally attends toddler groups. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a friendly welcome and shows an appropriate attitude to including all children. The suitable selection of activities gives children sufficient opportunities to make satisfactory progress in their learning and development. Overall there is a satisfactory selection of resources. Systems for observing children and planning future activities are developing, as are procedures for self-evaluation. The childminder links with other childminders as part of the process to ensure continuous improvement is satisfactorily maintained. However, not all of the required records are in place.

What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis, identified through risk assessment, including when and by whom they have been checked. (Suitable premises, environment and equipment)
- 30/04/2012

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

- develop further systems to engage in informed reflective practice and self-evaluation to identify more effectively the setting's strengths and priorities for development that will improve the quality of the provision for all children

- develop further systems for ongoing observational assessment to inform future planning
- develop further opportunities for children to begin to know about their own culture and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children are kept secure through appropriate procedures for entry to the childminder's home. They are suitably protected as the childminder has a sound understanding of safeguarding issues. Risk assessments are carried out to reduce potential hazards. However, a record of aspects of the environment that need to be checked on a regular basis, identified through risk assessment, including when and by whom they have been checked is not maintained. This is a breach of a requirement of the Early Years Foundation Stage framework. The childminder has attended a small selection of training, which has a satisfactory impact on increasing her childcare knowledge. The adequate range of resources are generally displayed on the floor for all children to freely access. This promotes free choice and independence.

Equality and diversity is satisfactorily promoted. Appropriate relationships with parents and carers are maintained. Information is shared with them verbally on a daily basis to inform them of their children's progress. The childminder shows a suitable awareness of the necessity to work with other professionals where children need additional support. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a satisfactory understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The childminder is motivated to seek further improvement. She gains verbal feedback from parents and carers to enable her to meet the individual needs of those currently attending. The childminder has some limited plans for the future, such as improving the process for recording children's achievements. However, systems for engaging in informed reflective practice and self-evaluation to identify more effectively the setting's strengths and priorities for development are not fully embedded. This impacts on the childminder accurately identifying all of the positive aspects and weaknesses in her practice, to improve the quality of the provision for all children.

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

A suitable induction period, including visits with parents and carers, enables children to settle into the new environment. The childminder has an adequate understanding of the Early Years Foundation Stage. She plans activities taking into account children's interests. However, systems for carrying out ongoing observational assessment to inform future plans are still in their infancy. This

impacts on the quality of the planning to support children's progress towards the early learning goals.

Children enjoy their time with the childminder. Awareness of different cultures and beliefs is promoted adequately through the celebration of different festivals, such as Chinese New Year and Easter. However, there are few resources to complement this. Consequently, this has a negative impact on raising children's awareness of the wider community. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children have a satisfactory understanding of the natural world. Examples of these are when they plant and nurture sunflowers and feed the ducks at the park. Children are forming friendships with their peers and are learning to take turns and share. The childminder encourages children's communication skills, using appropriate facial expression, tone and intonation. Children become familiar with letters and simple words through regular access to a selection of books. They practise their problem solving skills as they play with the shape sorting activity and complete a jigsaw. A variety of creative activities promote children's self-expression whilst having fun. These include manipulating malleable material and painting. Children develop skills for the future as they access interactive resources and use the computer at the local library.

Children demonstrate a suitable understanding of how to keep themselves safe. They practise the evacuation procedure, learn how to cross the road safely and discuss the dangers of fireworks. Children explore, test and develop physical control, for instance when using climbing equipment in the park. They access a suitable variety of experiences that promote a healthy lifestyle. These include understanding simple personal hygiene practices, such as washing hands before eating. Children are encouraged to enjoy healthy snacks and meals. Examples of these are fresh fruit, pasta dishes and chicken with vegetables.

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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