

Inspection report for early years provision

Unique reference number	EY437747
Inspection date	28/06/2012
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 2012. She lives with her husband and one child aged one year in the Bramley area of Leeds in West Yorkshire. The whole ground floor and the first floor bathroom is used for childminding and there is an enclosed garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools and there are shops, parks and public transport links in the local area. The childminder has a cat.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children attending in this age group. Children attend on a part-time basis. 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 are happy and settled, their welfare is promoted adequately in most aspects and most required documentation is in place. They make suitable progress in their learning and development as a result of overall satisfactory individualised observational assessment and a homely and accessible environment. Positive partnerships are held with parents in order to meet children's individual needs and ensure inclusion, although partnership working with other providers is less established. Systems for self-evaluation are in the early stages at present, although future plans for development are reasonably identified in order to continue to enhance 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 that children's hours of attendance are included at all times in the daily record of the children looked after on the premises. (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 12/07/2012

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

- fully support children's learning and development by finding out what they know and can do when they first attend and by improving communication systems with providers where children attend other settings
- help young children respond to a small number of boundaries, with further

- encouragement, support and positive reinforcement
- develop an awareness of the responsibilities under food hygiene legislation, including registration with the relevant Local Authority Environmental Health Department, and minimise the spread of infection in terms of hand washing before meals
- ensure the risk assessment covers anything with which a child may come into contact, in particular the systems for securing the garden gate and ensuring stairs are safe.

The effectiveness of leadership and management of the early years provision

Adults in the home are vetted and a suitable understanding is held of child protection issues. For example, the childminder is able to identify possible signs of abuse or neglect and keeps her Local Safeguarding Children Board guidance and procedures to hand. Consequently, she can seek advice promptly to keep children safe. Risk assessments are generally adequate in identifying and minimising most hazards to promote children's welfare. For example, doors are kept locked for security and keys are accessible in the event of an emergency evacuation. However, although the garden is secure, the bolt on the gate has not been made inaccessible to children and there is no hand rail on the stairs. There are suitable procedures for keeping children safe on outings and regular fire practices further promote their welfare. There is an adequate range of safe and suitable furniture and equipment to meet children's individual needs.

Documentation required for the efficient and safe management of the provision and to meet children's individual needs is maintained appropriately. However, some entries in the daily attendance record do not fully include children's hours of attendance. This is a breach of a specific legal requirement. The childminder has devised a range of written policies and procedures to support her practice and parents are fully apprised of these to promote positive partnership working. The childminder enhances children's experiences by accessing a variety of groups in the community. These are also used as a forum for exchanging good practice with other providers as part of the childminder's adequate systems for self-evaluation. Yearly questionnaires have been devised for parents to involve them in the process. The childminder has completed mandatory training and plans for the future, for example by identifying further training to improve outcomes for children.

Parents are provided with an information booklet about the provision and are encouraged to share what they know about their children through detailed 'All about me' forms. In addition, home routine forms are completed by some. These help the childminder find out about, and meet, children's individual needs in a coherent way. This fosters their sense of security. Daily dairies provide on-going communication with parents and systems for sharing children's progress and involving parents in their child's learning are being developed. Parents express complimentary comments in pre-inspection letters. Where children in the early years age group attend school care information is exchanged. However, there is a lack of communication to promote coherence in children's learning. All families are

welcomed into the setting to ensure inclusion. Children learn about their own and other festivals and sample different foods associated with other cultures. This helps them learn about the similarities and differences between themselves and others. Although, the range of resources depicting positive images of diversity are limited.

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

Toddlers explore their environment with confidence and show adequate levels of interest in the variety of resources readily set out. For example, they investigate dough and explore simple technology toys by pressing buttons which results in musical sounds to their delight. Adequate levels of individual support and attention are provided by the childminder and she suitably enhances learning and development. For example, she sits alongside toddlers as they play with the dough talking about colours and the texture of this. Weekly plans reflect a varied range of play opportunities with some activities based around seasonal topics or themes. Observations of the children, including photographs, are reflected in development profiles and next steps are adequately identified. However, the childminder does not find out what children know and can do and has no systems to monitor gaps in their learning in order to ensure optimum progress in their learning and development.

Toddlers express their needs using gestures and single words and are beginning to string words together to form simple sentences. As they tip out their drink on the table or squash their fruit, resulting in juice oozing out, they exclaim, 'Oh, no!' and point to things asking, 'What's that?' They develop creativity as they explore different types of media. They clearly enjoy playing in the juice on the table as they make patterns and explore the texture. Positive relationships are observed between toddlers and the childminder, although strategies for encouraging them to respond to a small number of boundaries are not always fully effective and supported by praise and encouragement. Some good distraction techniques are used, however, at certain times. For example, while some toddlers are still eating others have finished and indicate they want to get down. The childminder acknowledges their age-appropriate boredom and lack of patience and distracts them with the pet fish. Children suitably develop an understanding of dangers and how to stay safe. For example, toddlers, fastened securely in a booster seat at the table, try to get out announcing they are stuck. The childminder explains they are stuck in order to keep safe. She also says that she talks about safety on outings, for instance, with school-aged children.

There are adequate arrangements in place to ensure children stay healthy. The childminder models appropriate hygiene routines in most aspects, such as, washing her hands after wiping runny noses and after changing nappies. However, toddlers do not wash their hands before snack and the childminder is not aware of her responsibilities regarding any registration with the Food Standards Agency. Children benefit from daily fresh air and exercise as they access the garden, local areas and outings, such as the park and farm. Toddlers attempt to knock down skittles with the ball and run around the garden chasing bubbles. They develop an

awareness of mathematical concepts as the childminder says, 'Look at that big one'. The physical development of those not yet mobile is supported with push-a-long toys. A variety of healthy meals and snacks further promote children's healthy development. These incorporate fruit and vegetables and homemade meals, such as fish pie and pasta dishes. Toddlers readily access beakers and are independent in managing their own drinks. The childminder explains that children help prepare tea after school. She uses this as an opportunity to help them learn about making good choices about what they eat.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 12/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 12/07/2012