

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Shazaad Arshad
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 2011. She lives with her husband and children aged 14 and nine years old in the East Ardsley area of Wakefield. The whole of the ground floor and first floor are used for childminding and there is a toilet on the ground floor as well. There is also a bathroom located on the first floor. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range and of whom, no more than one may be under one year old. There are currently six children attending within the Early Years Foundation Stage. Care is provided on alternative days through the week. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The family have a dog on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. They are very well supported and they are making good progress in their learning and development overall. Inclusive practice is promoted effectively. There are strong partnerships in place with parents and other early years settings. The use of the self-evaluation process is developing very well. The home is generally well equipped, however, resources around information and communication technology are basic.

What steps need to be taken to improve provision further?

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

- extend resources to further include access to a wider range of equipment on information and communication technology
- improve how observations are matched to the expectations of the early learning goals to help identify and plan for children's learning priorities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected as the childminder has a good understanding of the requirements set out in the Early Years Foundation Stage Framework. She regularly reviews her safeguarding procedures. She is very confident in explaining the local safeguarding board procedures. The childminder implements a range of good procedures to ensure that children are protected and

supervised at all times that includes the vetting of all adults in the household. Written risk assessments and relevant policies protect the children and keep them safe. Consequently, this allows children to take managed risks and learn about their personal safety. The organisation of the indoor space allows children to play safely as they become increasingly mobile. Daily checks of the premises are completed and recorded. All of which protects children's welfare very well.

Children are fully involved and interested in their play. They have easy access to varied resources, as well as taking part in planned activities and outings. Children are able to make choices about what they do and this ensures that they are happy, content and fully occupied. The childminder also makes good use of resources to promote equality, diversity and children's understanding of the wider world. For example, the home is equipped with positive images of others and resources depict pictures of cultural differences. They celebrate recent festivals and visit local places of interest.

Arrangements with parents are good. The childminder has a close friendship with parents and they are provided with ample information of their child's day. For example, the detailed daily information notes provide details on children's activities, sleep, nappy change and other relevant details. Parents also contribute to the children's learning journeys and provide feedback through questionnaires. The childminder uses the information to improve her practice. For example, she provides additional learning experiences in the area of language and number work. The childminder has good partnership arrangements with other providers delivering the Early Years Foundation Stage to promote continuity of care. For example, she reviews children's progress at other settings and evaluates their development files to extend their learning. The childminder evaluates the quality of her provision effectively through completing formal assessment of her service. She has made some improvements since registration and has plans to continue to do so. For example, she has started her Level 3 National Vocational Qualification Childcare training and Quality Assurance program to bring about further improvement to her provision.

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and of how young children learn and progress. Consequently, she plans a rich and varied program of experiences tailored to their individual needs, interests and stages of development. Methods for observing and assessing children are satisfactory in supporting their learning and development. Evidence shows that children's progress is good in relation to their starting points. However, the tracking systems used to ensure that children make good progress towards the early learning goals are not fully developed. They take part in their own chosen activities and are developing their concentration skills. For example, children are very imaginative in their play as they use boxes of paper waste to fill their tent. They use their bodies very well to lift, move and shake the tent. They enjoy the experience of sensory touch and teamwork as they help to

clear away all the paper. This improves their physical skills and hand-eye co-ordination, which ultimately has a positive effect on their future development. In addition, the children are provided with age-appropriate opportunities and are encouraged to use their communication and language skills in a range of situations. For example, children participate in singing familiar nursery rhymes, understand it is time for nappy change and respond to some open-ended questions they are asked. The children take pleasure in making a variety of sounds and they engage in activities, which encourage repetition as they start to develop and understand the meaning of everyday language. The children also have access to explore a broad range of different media and materials. They have access to heuristic play provisions, which contain a range of objects of various textures and natural play items to encourage their curiosity. They enjoy handling and manipulating objects as they play with small world play equipment. The children are also introduced to creative development tasks as they make their own play dough. However, resources around extending their thinking for information and communication technology are not well resourced.

Children are learning how to play safely and avoid harming others. Children have good understanding of how to keep themselves safe as they practise the evacuation procedure regularly, participate in related activities and use a wide range of tools and resources very safely. The children develop an understanding of how to maintain healthy lifestyles. They are supported very well in this area as the childminder very actively promotes the importance of healthy living and physical development. They participate in numerous outings and in activities that encourage movement and mobility. For example, as well as using the inviting and well equipped outdoor area, they visit local playgroups and recreational play areas. They are encouraged to make purposeful movements by independently moving across the play areas and reaching out to access the toys, which they would like to play with. The children are provided with very healthy foods. They make healthy choices in relation to food. The childminder uses books to research healthy food options and her menus specify the nutritious foods and snacks that are available. For example, they eat wholemeal breads and a range of freshly cooked foods. The good quality care ensures that young children receive extensive support in learning to share their toys with each other and build manners and respect. Consequently, children are confident and make a positive contribution.

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	2
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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