

Inspection report for early years provision

Unique reference number	314384
Inspection date	13/08/2009
Inspector	Margaret Bryant
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1994. She lives with her son aged 16 years in Cottingham, a village in the East Riding of Yorkshire. She is registered to care for a maximum of six children under eight years, no more than three of whom may be in the early years age range. Currently, there are 11 children on roll, seven of whom are in the early years age group. All children attend on a part-time basis.

The whole of the ground floor is used for childminding with toilet facilities also situated on this level. Children have direct access to an enclosed rear garden for outdoor play. The family has a pet rabbit and goldfish. The childminder is a member of the National Childminding Association and holds a National Vocational Qualification (NVQ) certificate in Early Childhood and Education at Level 3.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. All children feel very welcome and included in the childminder's comfortable and homely environment. They have easy access to a very wide range of age-appropriate resources, both indoors and outdoors. Their individual needs are catered for quite well in partnership with parents, though links with others, including schools, are yet to be fully established. The childminder has developed systems which identify areas of potential risk and is well aware of areas for priority development. This includes the increasing of her knowledge about planning and assessment to benefit individual 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:

- develop clear systems for collecting information about children's starting points; further develop observations and assessments to clearly show how planning for individual children's next steps is determined
- continue to approach and develop links with local schools who care for minded children in the Early Years Foundation Stage
- raise all children's awareness of emergency evacuation through involvement in fire practise; make sure that fire officer regulations are met at all times including removing keys from fire escape routes
- improve record keeping, in particular, the recording of children's attendance clearly showing their times of arrival and departure.

The leadership and management of the early years provision

The childminder shows a real willingness to make improvements and this includes attending ongoing training. Paediatric first aid training has increased her confidence in safeguarding children and her training in Food Safety and

Safeguarding benefit children's safety and well-being. Written risk assessments consider all areas of the home, garden and outings and all required documentation is in place. However, the recording of children's attendance in a diary does not clearly show their times of arrival and departure. The organisation of other records is of a satisfactory standard. Policies and procedures are in place and shared with parents who receive their own copy of the complaints procedure, including contact details of Ofsted. These are also displayed, along with the certificate of registration and her certificate gained at NVQ level 3 in childcare practice.

The childminder includes all six areas of learning in her planning, and photographs in individual scrapbooks, along with paintings and craftwork, show the very wide range of activities available. She records the area of learning covered against the photographs and, in some cases, has carried out individual observations on children. There is not enough information, however, to be able to clearly determine children's individual progress or identified next steps. The practice cards from the Early Years Foundation Stage pack are used, though the Foundation Stage Guidance is not fully utilised in helping her to determine children's next stages. She reports very good relationships with parents and gives them daily feedback about what their children have been doing. She does not, however, collect sufficient information from parents about children's individual starting points. Her attempts to form links with local schools that also care for some minded children have not, to date, been successful.

Children are extremely settled in her care and she shows real affection for them. The very youngest of children smile contentedly as they enjoy the cuddles and closeness as they sit on her knee. She is very kind and caring and makes all children, their parents and visitors, feel welcome. She strives hard to ensure that she improves outcomes for children and has addressed the recommendations from her last inspection. She uses the Ofsted self-evaluation form to review her practice and identifies priorities for continued improvement. Records over several years past, show that she has always had systems in place through action plans which identify areas for improvement.

The quality and standards of the early years provision

Children play extremely well together and are very happy. There is lots of laughter as they play and older children sometimes include younger children in their games. They show respect for the younger children and help them to develop confidence. For example, when the karaoke machine is on they take turns with the microphones and all sing along together, without inhibition. The youngest of children, who cannot yet talk, enjoy the music and the childminder reports they sometimes enjoy dancing along to the music. Children freely and independently go between the different indoor and outdoor areas throughout the morning. However, they are fully safeguarded, as the childminder is very mindful and aware of where all children are at any given time. Children learn about road safety, play with resources which are safe for their use and some have taken part in fire drills. Sometimes, however, keys are left in external doors and this contravenes fire officer regulations.

The childminder helps extend children's learning as they play. She gently intervenes when they use chalk to make marks on the concrete path. She helps children develop their imaginations as she suggests that they are drawing a road onto which they can put their cars. She introduces shapes as she talks about the circles they could draw to make the roundabout. She teaches all children to behave in ways that are safe for themselves and for others, whilst allowing them the freedom to express themselves and take risks. For example, when she sees them coming down the slide backwards, she watches carefully to ensure they come to no harm and then gently reminds them it is not perhaps the right way to enjoy the slide. Children show respect for the childminder as she speaks to them and happily go off and do something else.

As children develop, they are helped to learn about colours and numbers and how to hold pencils correctly. They enjoy lots of craft activities, including designing with paper mache, and do painting. The youngest of children really enjoy being involved too and paint with their fingers and feet. Photographs show they clearly enjoy the feel of the paint on their feet as they are helped to step into this and make marks on paper. Children are taken on many different outings to extend their learning and also learn about other countries and their customs and festivals. They experiment with different foods and make associated craftwork as they celebrate the Chinese New Year and Diwali, a Hindu festival. Children are helped to understand about keeping healthy, develop healthy practices and enjoy healthy snacks and drinks.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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