

Inspection report for early years provision

Unique reference number	500847
Inspection date	20/03/2009
Inspector	Rosemary Beyer
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since May 2001. She lives with her family in a terrace house to the west of Kingston upon Hull, close to the boundary with the East Riding. She is registered to care for four children under eight years of age, of whom no more than three are in the early years age group. She is on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is currently caring for six children, five of whom are in the early years age group, and one of whom is cared for full-time.

Children have the use of the whole of the ground floor of the house and the secure rear garden. There are two rabbits living in the garden.

The childminder is a member of the National Childminding Association and the local childminders group. She has a BTEC National Diploma in Nursery Nursing, first aid and basic food hygiene certificates.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good. Information obtained from parents and her own observations enables the childminder to care for the children well, and address their individual needs effectively. There is a very close working partnership with parents which ensures they are kept informed of welfare or development issues relating to their child's care. The childminder has started to use self-evaluation to identify aspects of her provision for development and improvement. She has included future plans for health and safety training to enhance the care she already provides and a newsletter to keep parents informed.

What steps need to be taken to improve provision further?

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

- ensure all risk assessments are signed when reviewed

The leadership and management of the early years provision

The childminder is well organised and has comprehensive policies and procedures in place, which she implements effectively to ensure the safe and efficient management of the care she provides. Flexible routines and planning allow the children to experience a wide range of exciting learning opportunities both on the premises and in the local community. The childminder has started to implement the Early Years Foundation Stage successfully, and developed monitoring and assessment processes to ensure the children make good progress. Each child is treated as an individual and activities provided to support their interests and needs. Contact details for outside agencies are available should children need extra support.

Parents are made to feel welcome in the setting and encouraged to settle their children well before leaving them. They complete an information form about their children when they start to attend they then receive good feedback about their child's care each day, both verbally and in diary form. They also share information about the children's progress which means they can be actively involved in the children's learning. The childminder asks them to inform her of any particular interests, activities the children enjoy or achievements they have made at home. Text and picture messages are sent to parents with information and photos of the children so they are immediately up to date.

The childminder is very safety conscious and has comprehensive risk assessments in place, however she does not sign these when they are reviewed. Safety equipment is in place and regularly checked. Children practise fire drills regularly to ensure they are familiar with the emergency procedure. The childminder has attended recent training to widen her knowledge of child protection and is clear about her responsibilities for safeguarding the children and keeping Ofsted informed, sharing information with parents to inform them of her role if she has concerns.

As part of the childminder's self evaluation she has highlighted training on health and safety to enhance the welfare of the children and the possibility of activities on the computer to raise their awareness of information technology. She has already started to produce a newsletter to keep parents informed of forthcoming events and other news. She has evaluated the service she provides and included comments from parents on the questionnaires. She has created a questionnaire for children to complete when they are old enough, although currently any comments are verbal.

The quality and standards of the early years provision

Children are making good progress as the childminder has a good understanding of the early learning goals. She uses information about the children to support their development and plan for their next steps. The environment is planned to take account of the children's needs, with resources readily available and work displayed for children and parents to see. A winter collage is currently on view showing very imaginative creations made by the children using a wide range of materials and fixing methods. The recent snowfalls provided opportunities to investigate snow while making and melting snowmen. The children also developed their language skills using descriptive words for the snow.

The children are very interested in the natural world, with visits to local farms, the aquarium and the river bank providing excellent learning opportunities. During the spring and summer the children learn about butterflies by watching eggs develop into caterpillars then pupae and butterflies, which they can then release into the garden. The children enjoy being outside and are developing their physical skills well through play in the garden and the local park. They move around safely and carefully with good balance while playing.

As the childminder is very well equipped she has made a book of photographs of equipment to enable children to select resources which are not always immediately available for themselves, although they have plenty of choice when they first arrive. The children are confident and settled in their surroundings. They are becoming independent but ask for help if they need it. They are curious and ask questions, and are developing concentration to complete their chosen tasks. The childminder takes children to the toy library where specialised toys are available to help children with additional needs or to raise awareness of disabilities.

The setting is very successful in promoting children's knowledge and understanding of healthy living. They display a good understanding of how to look after themselves by wiping their noses and washing their hands after personal care. The childminder offers a healthy balanced diet and when children are able they help to prepare snacks and drinks. Special diets are respected and the childminder has experience of caring for a child with allergies. They also have fresh air each day, weather permitting, either when playing in the garden or in the local park.

Children learn to look after themselves by good road safety practice. They have attended road safety sessions and through craft and play activities know how to cross the road and keep safe. Clear house rules are in place to help the children behave safely and considerately towards each other, and the childminder provides a good role model for manners in a very positive encouraging environment.

The childminder is very keen to help children develop their communication skills and a love of books. She provides a wide variety of stories and the children enjoy listening and participating in their favourite tales. They also enjoy music and singing, particularly songs and rhymes to support their counting. Mark making materials are always available, including crayons, chalks, water and paint brushes outside, and aqua draw.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.