

Inspection report for early years provision

Unique reference number	EY152441
Inspection date	11/11/2009
Inspector	Linda Phillips
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 2002 and lives with her husband and two children, aged 10 years old and nine years old in North Ferriby in the East Riding of Yorkshire. The family pet is a dog. The ground floor of the home is used for childminding, including toilet facilities. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children, including three in the early years age group. There are currently 10 children on roll, six are in the early years age group.

The childminder holds a recognised child care qualification. She is a member of an approved childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an extremely homely and inclusive environment, where they are offered a wide range of activities and opportunities. They are making good progress in their learning and development, as the childminder is confident in ensuring the Early Years Foundation Stage (EYFS) framework is delivered. Partnerships with parents are effective and they are kept fully informed of all issues relating to children's care and learning, although partnerships with others delivering the early years framework require further development. The childminder has a clear written system in place for self-evaluation of practices. This enables her to identify her own strengths and intentions to bring about further improvements to the provision and outcomes for children. She has addressed all recommendations from her last inspection well.

What steps need to be taken to improve provision further?

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

- further develop systems for identifying children's starting points in their learning and development
- further develop close working partnerships with other early years practitioners

The effectiveness of leadership and management of the early years provision

The childminder demonstrates she clearly understands her role in safeguarding children to ensure they are protected from harm. She has a written procedure for reporting any concerns, which is shared with parents and telephone numbers are

displayed on the notice board of relevant agencies. Children are closely supervised whilst allowing them free movement around the ground floor of the home, with the exception of the kitchen. Accurate records are maintained of accidents and the childminder takes appropriate actions when incidents occur. Although she holds a valid first aid certificate, the childminder is currently updating her knowledge early before the expiry date, to further safeguard children. Detailed written risk assessments are carried out including, for example, regular outings, safety features within the home and children using the trampoline in the garden. She uses these to minimise the risk of any hazards to keep children safe.

Children are becoming extremely independent and confident. They enjoy a good balance of adult led activities, for example, when being supported in creative activities, such as making pictures of hedgehogs in line with an Autumn topic and when rolling out glitter dough to make shapes, using fine motor skills. They also enjoy free play activities, such as playing with a puppet theatre and compiling complex magnetic jigsaws. The wide range of age appropriate toys, play materials and resources are easily accessible for self-selection and are in clearly labelled storage boxes in the lounge and summer room. The childminder plans activities and opportunities according to children's individual needs, wishes and their interests and makes good use of the available space.

The childminder has formed very positive relationships with parents. She shares information about the children each day through conversations, maintaining diaries and when appropriate, by text, including details of activities and outings offered to and undertaken by the children, as well as any concerns. Parents are supplied with individual copies of relevant policies and procedures, with a wealth of additional general information stored in three large files also being made available to them. Although the childminder is starting to establish links with other providers delivering the EYFS framework at a local pre-school, this requires further development to ensure consistency and continuity in children's learning.

The childminder has introduced a written system for the self-evaluation of her setting and practices and confidently discusses aims and aspirations for the future.

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

The childminder is continuing to develop her understanding of the EYFS framework and supports all children in helping them to make good progress in their learning. Although starting points are discussed with parents, for example, babies who are able to pull themselves up but not yet walking and sleep patterns being respected to ensure they have enough rest, these are not clearly identified in records maintained. The childminder does, however make good use of photographs. These depict children participating in a wealth of activities in line with the different areas of learning and she is able to use observations to clearly identify their next steps of learning. For example, children confidently count from one to five and they are progressing further, as the childminder makes full use of counting opportunities.

All families are welcome in the home and new children are settling extremely well.

The childminder provides a calm and organised environment, where children are treated as part of her own family with love and affection. To enable them to be settled and occupied, they have easy access to a wide range of good quality toys, resources and play materials for both indoor and outdoor activities and opportunities.

Children are learning about healthy lifestyles. They talk about foods which are good for them when looking at books and sitting at the table with their packed lunches. Opportunities arise for them to understand where fresh produce comes from as they grow carrots, peas and cauliflowers in the garden, water them and watch them grow, then sample their efforts. Detailed dietary information is sought from parents, including those children who have allergies and preferences. Daily opportunities arise for the children to have fresh air and exercise, as they walk to and from school and play out in the garden. They also visit local parks for ball games, children's centres where they enjoy playing on a pirate ship for more robust and energetic play and they are taken to a newly opened soft play centre to jump and slide on larger pieces of equipment. Children confidently display good hygiene practices, including regular hand washing and they cover their mouths without prompting when coughing, to prevent the spread of germs.

Children learn about keeping themselves safe. They are involved with emergency evacuation procedures, where the childminder uses home-made pictures of flames stuck to the wall to signify the fire source they must move away from and keeps a record of this. When out of the home, babies are secured in prams, whilst older children use reins, they hold on to the pram and are taught the importance of road safety. Children willingly help to tidy up after finishing an activity before moving to another, to prevent them tripping on unused items. The childminder has clear boundaries regarding behaviour and teaches children right from wrong. As a result of this, children confidently play well together, for example, taking turns and sharing. Basic house rules are taught, for example, children know to remove outdoor shoes when entering the home, as a sign is displayed in the hallway.

Time spent with the childminder is made extremely enjoyable for the children. She helps them to make decisions for themselves, including what to play with and when and she is helping them to develop skills for the future, including language and literacy through a good range of quality books and access to a lap top.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	3
The effectiveness of the setting's engagement with parents and carers	1

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	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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