

Inspection report for early years provision

Unique reference number	EY231025
Inspection date	06/05/2009
Inspector	Carol-Anne Shaw
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Nicola Bailey has been a childminder since 1999. She works at her mothers property, which is a three bedroom cottage with a purpose built single storey playhouse at the rear, in the village of Kirby Misperton, which is between Pickering and Malton. She works with her mum and sister who are also registered childminders. Children are cared for on the ground floor of the cottage and all the areas in the playhouse. There is an enclosed garden area for outside play.

The childminder when working alone is registered to care for a maximum of four children, of these one may be in the early years age group. She is also registered on both the compulsory and voluntary parts of the Childcare Registers. When working jointly with the two other co-childminders a maximum of seven children may attend. Currently there are 11 children on role, all are in the early years age group. All childminders have equal responsibility for the childminding practice.

The childminder has a level 3 childcare qualification and is a member of the National Childminding Association. There is a dog and a tortoise kept as family pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder and her co-childminder's value the individuality of each child, and therefore their welfare and learning needs are effectively met. She follows the clear policies and procedures that effectively contribute to the promotion of children's welfare and learning. She works in partnership with parents, carers and some external providers to promote consistent care and learning. The childminder is well aware of her strengths and her co-minders strengths, also areas for further development and constantly strives to improve the experiences of the children she cares for.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to cover each type of outing, review it before embarking on each specific outing.

The leadership and management of the early years provision

The childminder has a good understanding of the procedures around keeping children safe. She provides a safe environment for children to rest and play. She effectively identifies and minimises hazards, completing risk assessments for the premises ,garden and outings. The risk assessments helps the childminder to regularly evaluate the safety of areas within the home, annex and garden. However, although outings are risk assessed, a record of these is not in place for

each different type of outing. The childminder has a good understanding of the Local Safeguarding Children Board procedures, and is aware of the signs and symptoms of abuse. The childminder has established relevant policies and procedures to underpin many aspects of the children's care. All the required children's records and documentation are in place and confidentiality is maintained.

The childminder works closely with the parents to ensure that she is aware of each child's individual care and routine needs. She shares information with parents daily to ensure consistency in children's care. Children's observational assessments are shared with the parents, although, opportunities are not in place for parents to formally contribute to these. Good information is shared with parents with regards to the co-childminding practices and routines, there is a notice board with useful information about the childminding service.

There are systems in place to monitor and evaluate the childminding practice. Although they are in the early stages of using the self-evaluation form, she is committed to improvement and providing good quality care and learning for children. She has attended additional training such as safeguarding children and Early Years Foundation Stage training; this enables her to extend her knowledge and to continue to develop her childcare practice.

The quality and standards of the early years provision

Children's health and well-being are promoted effectively because the childminder and co-childminders promote good hygiene practices to reduce the risk of cross-infection. For example, good procedures are carried out when changing nappies. Children learn about eating healthily as they are provided with nutritious home cooked meals and snacks. Their individual dietary requirements, likes and dislikes are met as the childminder works in partnership with the parents. They access drinks as they require ensuring they do not become thirsty. Children have many opportunities for physical exercise and fresh air; a wide range of toys and resources which promote a range of skills are available within the fully enclosed garden, this includes wheeled toys, sand and water play, play house, chalk and paint easel. Regular trips to local parks are planned for robust running and climbing. The childminder encourages young babies and toddlers physical skills and provides good space within the playroom, enabling them to practice crawling and walking within a safe environment.

Children are settled and happy within the childminder's care. They develop close relationships with the childminder and co-childminders, this helps them to feel secure and confident to explore the environment and try out new things. Children's learning is supported by the childminder who plans and provides a broad range of relevant experiences and activities that enhance each area of their development. The childminder works closely with her co-childminders to identify each child's learning by carrying out observational assessments, and using this information to plan activities. The childminder has made a good start in formally observing the children and identifying what children, have learnt and their next steps in learning so this can be used for future planning.

The childminder interacts well with the children to promote their development; she provides reassurance, comfort and assistance as required. Their language skills are supported as the childminder talks to children at an individual level; she listens to them and responds appropriately. Children learn to be independent and make choices from the good range of play resources available. They learn about shape and size as they build using the variety of construction materials or when finding the correct shape to fit in the shape sorter. They use a good range of interactive toys, young children show excitement as they learn to press the buttons and explore the light and sound toys. These activities begin to support children's future economic well-being. Children enjoy looking at books and sharing these with the childminder. Joining in with the stories and rhyme time help to promote children's interest in books and learning to read and write.

The children socialise with others as they learn to share and take turns during play. The childminder is a good role model and praises and encourages their good behaviour and achievements. They are well mannered and say please and thank you, when having their lunch, they sit and have social conversations. Children learn about the wider community through a variety of ways, which include activities and resources to help them to learn about diversity in society.

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?	2
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

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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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