

Inspection report for early years provision

Unique reference number	EY275298
Inspection date	18/04/2011
Inspector	Pauline Pinnegar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her husband, adult son and daughter, and youngest son aged 13 years in a village near Middleham, North Yorkshire. The whole of the ground floor and the master bedroom on the first floor are used for childminding. There is an enclosed garden for outside play. The childminder cares for children on weekdays from 8.30am to 6pm for 47 weeks of the year. The family has several pets.

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 range. She currently has eight children on roll in the early years range. The childminder also offers care to children aged over five years to 11 years. All children are cared for on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from her local school and playgroups and also attends several local community groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder welcomes all children and their families in a very warm and friendly manner. Children's individual needs are addressed, and they are making good progress in their learning and development in the well-resourced, inclusive and welcoming environment. However, the childminder has not met two of the specific welfare requirements within the Early Years Foundation Stage. The supportive relationships with parents and other early years providers contributes appropriately to children's care. Evaluation processes are not in place to monitor the provision in order to ensure continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises). 17/05/2011
- request written parental permission from parents at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 17/05/2011

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

- use reflective practice and self-evaluation to identify priorities for development to improve outcomes for children
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has some understanding of the Early Years Foundation Stage and this generally supports children's learning and care. She understands her responsibility to protect children, and all adults living on the premises are vetted. Some procedures for safeguarding children are in place; for example, prior written consent from parents is sought before administering medication and all accidents are recorded. The childminder also has a current first aid qualification, to ensure that children's health needs are effectively met. She has a sound understanding of the indicators and signs of child abuse and has a basic awareness of the Local Safeguarding Children Board procedures. Steps are taken to reduce risks to children on the premises and on outings. However, a record of aspects of the environment that need to be checked regularly, and when and by whom they have been checked, is not maintained. This is a specific legal requirement. Written parental permission has not been requested from parents at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future. This was a recommendation at the previous inspection and is a specific legal requirement.

The childminder has only recently started to evaluate her practice. Consequently, not all recommendations from the last inspection have been implemented. Priorities are not clearly identified in order to improve the care and learning of children. Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder is taking appropriate steps to ensure her provision and environment is sustainable. Children regularly recycle materials to make models, and the childminder also uses her local library to access different resources. Children are valued and their differing backgrounds and abilities are respected. Through the varied range of resources, activities and discussion, including the childminder's positive role-modelling, children are encouraged to learn about the wider world and to respect difference. Inclusive practice is well addressed, and individual children feel a sense of belonging.

The childminder obtains most information necessary for the children's care. She values the importance of partnership working with parents and ensures they are kept informed of their children's day through regular discussions and written diaries. Parents speak positively of the provision and report 'she is friendly and approachable'. Satisfactory procedures are in place to work in partnership with other providers of the Early Years Foundation Stage.

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

The childminder has formed close relationships with the children. As a result, they are at ease in the setting and clearly enjoy their time with her. The childminder provides a wide range of activities and stimulating experiences covering all areas of learning. She clearly knows the children and identifies their next steps in learning. As yet, systems for parents to contribute to planning are not fully in place.

Children are introduced to and become actively involved in community groups, which promote a broad range of activities. They also take part in regular visits to the parks and library. This helps to broaden children's range of experiences and supports their social skills and awareness of the wider world around them. Good opportunities are provided by the childminder for children to freely express themselves through a range of creative media. Re-enacting their own experiences through role play helps them make sense of the world. Children develop their awareness of technology and begin to make connections through experiences when playing with and exploring technology, such as the laptop computer, cassette player, torches and telephones. Singing rhymes and the use of print for labelling also contribute to children's future skills. Children use their imagination well as they have fun with the farm animals. They explore simple problem-solving and mathematical skills as they count toy animals, describing which are the biggest and smallest and estimating how many more animals they can fit in a pen. Children have many opportunities to explore different media, such as paint, water and sand. They use pencils to make good attempts at writing their names and register themselves each day, which helps them begin to recognise their own and each other's names.

Children take part in regular fire-evacuation drills. They talk about keeping safe when walking in the local community and know how they travel safely in the car. Children know about good hygiene routines, such as washing their hands and brushing their teeth. They make healthy choices at snack time and prepare sandwiches for lunch. They have their own vegetable patch in the garden which raises their awareness of what foods are good for them. Good opportunities are provided for children to enjoy physical exercise. Activities are moved outdoors wherever possible so children can enjoy fresh air, which contributes to a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
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

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)(Also relates to the voluntary part of the Childcare Register) 17/05/2011
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (Also relates to the voluntary part of the Childcare Register) 17/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 17/05/2011
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 17/05/2011