

Inspection report for early years provision

Unique reference number	EY292599
Inspection date	20/07/2009
Inspector	Maralyn Chiverton
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 has been registered since 2004. She is registered to care for a maximum of five children under the age of eight years. She currently cares for four children on the Early Years Register on a part time basis. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children over the age of five years.

The childminder lives with her husband and two children aged seven and nine years in Snaith on the outskirts of Goole. All ground floor rooms are used for childminding purposes. There is an enclosed rear garden which is used for outdoor play. The house is within walking distance of local amenities, such as schools, the library, shops and parks. The childminder has a recognised early years qualification; she takes children to and from school as well as to places of interest and is a member of the National Childminding Association.

The family have a pet dog, hamster and fish.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder's comprehensive understanding of the needs of the children in her care as well as a high regard for children's individuality ensures all aspects of children's welfare and learning are promoted. Children are provided with a well organised and resourced learning environment as well as good opportunities to extend their learning through play. The childminder has started to formally self-evaluate her practice, but this is in the early stages and does not identify targets for improvement. Systems to monitor and record children's progress are robust and effectively used to promote and extend children's learning.

What steps need to be taken to improve provision further?

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

- further develop the procedure for self-evaluation to clearly identify priorities for development that will improve the quality of provision for all children
- ensure fire evacuation procedures are practised on a regular basis and recorded to further children's awareness of what to do in such an event and to identify and minimise any concerns which may arise.

The leadership and management of the early years provision

Children benefit from a well organised provision. All required policies and procedures for the safe and efficient management of the Early Years Foundation Stage are shared with parents and ensure children's individual needs are well met. The childminder is committed to providing an inclusive practice to ensure all

children can achieve regardless of background. She ensures children's safety through completing detailed risk assessments which cover all areas of her provision including taking children on outings. However, fire evacuation procedures are not recorded or carried out on a regular basis which limits children's awareness of what to do in such an event as well as the identification of any concerns which may arise.

The childminder has attended child protection training and has a secure understanding of her role and responsibilities in keeping children safeguarded. She has been pro-active in addressing the recommendations made at the last inspection to improve children's safety and welfare. Written permission is now obtained from parents to seek medical treatment or advice in the event of an emergency. The childminder has completed her Introduction to Childminding Practice training and holds a valid first aid certificate. Although the childminder self-evaluates her provision the identification of priorities for development are not yet fully in place; this does not lead to clear identification of targets for continuous improvement.

The childminder has an excellent working relationship with parents. She spends time talking to parents and gathering information before a child starts. This enables her to find out about children's interests and starting points, she is then able to plan and provide appropriate activities and resources to support each child. Parents receive quality information about the running of the provision as well as informative newsletters which provide them with information about the planned topic, important school dates as well as a reminder to inform the childminder of any change in circumstances. The childminder is very flexible in accommodating parents' childcare needs with regard to their working patterns. A suitable link with the local school nursery helps to ensure progression and continuity of care.

The quality and standards of the early years provision

Children are valued and respected as individuals. They are provided with a well organised learning environment which enhances their learning and allows them to be self-assured, creative learners and thinkers. The childminder is motivated, enthusiastic and has a very good awareness and understanding of her role and responsibilities in developing children's learning. She demonstrates a sound knowledge of how children learn through play and uses children's interests to further extend their learning.

An equal balance of adult-led and child-initiated activities allows children to independently further their learning and development. The use of open-ended questions offers appropriate challenge and helps children think and reflect. For example, children are asked to recall what day follows the previous day to determine what day it is when completing the calendar and weather chart. The childminder has introduced effective formal procedures for assessing and monitoring children's progress. They include written observations as well as next steps which help to ensure children make good progress towards the early learning goals.

Children enjoy using finger puppets and number rhymes to further their understanding of simple addition and subtraction. Their creative skills are well promoted through having access to a wide variety of materials which include sequins, material, paper strips, tissue paper and buttons. Children's awareness of letters and numbers is well promoted through play and the use of colourful posters. They show good concentration, involvement and interest in what they do. For instance, they enjoy building a toy town from building bricks and adding a railway using a train set.

Children engage in role-play based on their own firsthand experiences using available resources to create props to support role play. For example, they use bricks and small books as supermarket items which are placed in a basket after the price of each item has been entered in a till. Children understand variations in size and are learning to classify by organising and arranging toys with increasing intent. Their understanding of the wider world is promoted through planned activities linked to cultural festivals. A multi-cultural calendar with positive images and focused activities enhances children's awareness of diversity. The use of an outdoor resource box as well as a wide range of equipment, such as skipping ropes, bats, balls and a large blackboard promotes children's physical skills well.

Children are well cared for in a welcoming and safe environment where they feel confident to choose their own activities and express their own needs. They are encouraged to keep themselves safe through following set boundaries in the home as well as knowing to stop, look and listen for cars when crossing the road. The childminder takes positive steps to prevent the spread of infection through effective hygiene procedures as well as a written sick child policy. Children are able to play cooperatively together and support one another in their play. They share and take turns and display the habits and behaviour appropriate to good learners.

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.	3

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?	3
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

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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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