

Inspection report for early years provision

Unique reference number	EY299882
Inspection date	12/10/2009
Inspector	Linda Phillips
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2004 and lives with husband and two children aged six and 10 years in the village of Anlaby, to the west of Kingston-upon-Hull. The ground floor of the home is used for childminding and 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.

Family pets are a hamster, snail and coldwater fish.

The childminder is registered to care for a maximum of five children under eight years old at any one time, including three in the early years age group. There are currently 12 children on roll, including five in the early years age group.

The childminder is a member of the National Childminding Association. She also receives funding for the provision of free early education to children aged three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Within a homely and inclusive environment children enjoy a wide range of activities and opportunities. The childminder is confident in ensuring all aspects of the Early Years Foundation Stage framework are delivered, and has good systems in place for evidencing children's learning and development to ensure they are making good progress. Partnerships with parents are effective and ensure they are kept fully informed of all issues relating to their children's care and learning. The childminder is developing written systems for self-evaluating practices and is able to identify her own strengths and areas for development to improve 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:

- continue and build upon the links established with other settings providing for children in the Early Years Foundation Stage
- ensure the full names of children are used when maintaining written records.

The effectiveness of leadership and management of the early years provision

The childminder undertook safeguarding children training last year and understands her role in protecting children from harm. She has a written procedure for reporting any concerns which she shares with parents. As children only have access to the ground floor of the home the childminder is able to

supervise them closely to ensure their safety. To further safeguard children clear accident records are maintained and the childminder takes appropriate actions when incidents occur. Risk assessments are carried out daily to ensure there are no potential risks of harm. These are recorded and updated regularly and include, for example, outings and the checking of safety features around the home. Other written records relating to the setting are well maintained, although these do not always include the full name of the children.

Children are cared for in a welcoming, safe environment in which they are becoming independent and confident. They enjoy a balance of adult-led activities, for example, when being supported with creative activities, and child-initiated free play activities such as imaginary play using a wide range of good quality age-appropriate toys and play materials. Arising from a self-evaluation exercise, the childminder has moved resources low down to enable children to easily access them independently. She plans activities and opportunities in advance, including festivals and celebrations, and works to themes. The current theme is transport and children have enjoyed being taken on a short train journey and spent time at the station looking at how systems work. The childminder plans opportunities according to children's individual needs, wishes and interests and makes good use of space and resources.

The childminder has effective partnerships with parents and regularly shares information. She has several systems in place, such as daily discussions, and she provides parents with informative newsletters. For younger children diaries are maintained, and as photographs are taken regularly, parents are able to see opportunities offered to and undertaken by the children.

The childminder is introducing systems for self-evaluating her setting and confidently speaks of her aims for the future. She has identified several areas for improvement to enhance the outcomes for children.

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

Children are learning about keeping themselves safe. They are supervised well both in the home and garden, and are reminded of road safety when out walking. Children reinforce safety issues and guide one another, for example, they help each other to tidy up, talking of the importance of putting toys away safely so they do not trip on them. Children are taken on regular outings which include, for example, visits to the local emergency services including the fire station to increase their awareness of the dangers of fire, and are involved with emergency evacuation procedures within the home. The childminder has clear boundaries regarding behaviour and reward systems are in place, including praise, stickers and star charts. Any problems or issues are discussed with parents and are dealt with promptly. Children play together very well, taking turns and sharing.

Children are learning about healthy lifestyles. They are encouraged to practise personal hygiene skills, including hand washing at the specially installed low-level hand basin, and have access to liquid soap and individual flannels for drying their

hands to prevent the spread of germs. They enjoy playing in the garden, knowing fresh air and exercise is good for them, even in more inclement weather when they are dressed appropriately to enjoy changing seasons. Children's dietary information is sought from parents and children know drinks are available at all times and these are easily accessible.

The childminder has a good understanding of, and implements, the welfare and learning and development requirements to a high standard. For continuity of care and learning she regularly meets with others delivering the Early Years Foundation Stage framework, including the local pre-school setting, although evidence of this is limited within children's individual records. The childminder demonstrates, through written records and discussions with parents, that she is confident to ascertain children's individual starting points and uses the information to help plan for their next steps of learning.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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:	Met
---	-----

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