

Inspection report for early years provision

Unique reference number	EY335084
Inspection date	11/11/2009
Inspector	Margaret Bryant
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 2006. She lives with her husband and their two children aged nine years and ten months in the east of the city of Hull, some three miles from the city centre. Most of the downstairs of the home is used for childminding including the front lounge, the playroom and the kitchen with supervision. The first floor is accessed for use of the bathroom only. Outdoors to the rear is an enclosed garden which is currently not in use as undergoing some building work. There is, however, a local park, a nearby leisure centre and children enjoy daily walks and outings to places of interest.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of five children under eight years, two of whom may be in the early years age range. She is currently a co childminder to her husband, the main childminder, with whom she works on a part time basis. Overnight care is provided in the home for two children. When working together they may care for a total of six children. Currently there is a total of seven children on roll, five of whom are in the early years age range. She is accredited to take children in receipt of nursery education funding and receives support from the Children's Quality Care group as well as the local authority. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows real commitment in ensuring outcomes for children are fully met and helps all children make good progress in their learning. Working closely with the main childminder, they have very clear, ambitious plans for the settings continuous improvement. Assessment of risks consider children's safety well and whilst effective partnerships are in place with parents, links with others who assess children in the early years age range are not fully in place. The home is clean and well resourced, records are maintained as required and recommendations carried out since the last inspection, protect and safeguard all children very well.

What steps need to be taken to improve provision further?

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

- further develop assessment arrangements with dates included and establish further contact with those who also assess children in the early years.

The effectiveness of leadership and management of the early years provision

The childminder protects all children very well through her knowledge and understanding of child protection issues. Her effective safeguarding policy is shared with parents and helps them know her role in the protection of all children. They also receive a wide range of other policies which ensures they know about her practises. She obtains parents written consent to take children on outings, including in the car and for the seeking of medical help in case of emergency. She also has information about their individual needs. Risk assessments are in place and consider all areas used and notices remind parents of any health and safety precautions due to improvements taking place. For example, she works well with the main childminder and their ambitious plans for the future are ongoing, including some building work, both indoors and outdoors, creating a much more enabling environment with an extension including ground floor toilet facilities. This realises their dream of having a fully inclusive setting for all children. She enjoys training and has recently undertaken first aid, food safety and safeguarding. Parents are consulted about their views on any improvements, both verbally and annually through questionnaires. Recommendations from the last inspection have been addressed.

Her good awareness of the six areas of learning ensures all children make good progress in their learning. Their individual files have detailed recordings of observations of children at play. These clearly show what children learn, what they need to learn next with clear links to the areas of learning, though not all information is dated. Effective partnerships with parents ensures a shared approach to learning. On display is the timetable of activities and information about the six areas of learning. This information is also included in children's individual files which parents can see at any time. Each term the childminder shares with parents children's individual progress through a detailed verbal and written report. This includes detail within all six areas of learning. Parents know about what these are and mean through detailed information in their children's files. Links with others who also assess children, however, are not yet fully in place. She supervises children well helping them feel safe and secure. Although she is the co childminder, she takes most of the responsibility for completing all records, including children's developmental files.

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

Children make good progress in their learning as she helps them be motivated and engages them in a broad range of activities. She encourages them to take responsibility for what they do and to know and understand about themselves, who they are and to have respect for others. Children learn to value the differences in people through the resources in use. They take part in different religious and cultural festivals, learn about other countries and how people live. They also learn to appreciate different types of music. For example, children under five visit an

'African Drum' workshop. They use different instruments, have real fun as they listen to the different sounds they create and learn about African music. Children are also helped to show respect for animals and learn how to treat them kindly. Children under five years are helped to be independent, choose what they want to do whilst being guided for their safety. They all learn about sharing, being kind to one another and their behaviour is rewarded. Older children learn about anti social behaviour and this not being acceptable in life. Children under three years gain confidence and feel safe as they develop new skills of co ordination and control as they are physically developing. All children are emotionally secure and show a sense of belonging because the childminder is kind, caring and shows them respect.

She encourages young children to develop skills of recall as she asks them about what they do, for example, at playgroup. They enjoy sharing their experiences with her, are confident as they sing familiar songs and feel proud with the praise they receive when they finish. They feel safe as they snuggle up to her on the comfortable settee and as they tire they really enjoy the stories she tells. All children are supported well in developing their knowledge about the world around them and are helped to notice their surroundings on local walks, learning about the changing seasons. They also learn how important it is to care for the environment and learn about recycling, particularly older children. She helps them know why they need to recycle and what they can and cannot recycle. All children have opportunities to be creative and access a variety of materials. Children under two years enjoy exploring paint and feel its texture as they use their hands and feet to make marks on paper. Through open ended questioning all children are helped to learn and think about what they are doing.

Children learn about healthy lifestyles through the routines in place. The youngest of children who are not yet toilet trained, begin to know that after having their nappies changed they have their hands washed, helping them develop skills for the future. All children learn about eating healthily and enjoy a freshly cooked hot evening meal at the childminder's in the evening. They know about covering their hands when they cough or sneeze to avoid germs spreading and learn about the care of their teeth. Visits to the home by dental hygienists show children the correct ways to brush their teeth and how to care for them by the foods they eat and drink. They learn about keeping safe near roads, how to take care near one another, the youngest learning to share as they develop and all children take part in emergency fire evacuation drills.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	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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