

Inspection report for early years provision

Unique reference number	EY381823
Inspection date	09/01/2009
Inspector	Abigail Caroline Cunningham
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2008. She lives with her partner and three children aged six, four and two years in the Poppleton area of York. The whole ground floor of the childminder's house, the first floor bathroom, one first floor bedroom are used for childminding and there is a fully enclosed garden for outside play. Access to the home is via the side door and over the threshold. The childminder is registered to care for a maximum of three children at any one time and there are two places available for children in the early years age range. The childminder can also offer places to older children, before and after school: this provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are two children on roll aged between one and three years. The childminder walks to local schools to take and collect children and she also works part-time at a local nursery.

Overall effectiveness of the early years provision

The childminder is currently meeting all of the requirements and is committed to further developing her practice, such as improving safeguarding procedures. The children choose what activities they would like to do, have equal access to resources and take part in an interesting range of activities within the home and the wider community. As a result, all the children are included and they enjoy their time with the childminder. The childminder has developed positive links with the children, parents and the local nursery and there is scope to further strengthen partnerships with parents.

What steps need to be taken to improve provision further?

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

- encourage parents to add their comments and observations to their child's development record.
- obtain local safeguarding contact details.

The leadership and management of the early years provision

The childminder is suitably qualified as she has completed a relevant first aid course and childminder registration training. She is committed to improving her practice and she has clear plans in place for making improvements, such as increasing opportunities for babies to be involved in messy and creative play and gradually introducing the children to meals that are associated with other countries. The childminder is fully aware of all the legal requirements, for example, she holds public liability insurance and completes various documents correctly, such as the children's registration details and contracts.

The childminder has attended safeguarding children training and has a child protection policy in place, which is shared with the parents. She knows the possible signs and symptoms of abuse and the reporting procedure, however, she does not have local safeguarding contact details readily available.

The childminder knows the children and their families well and has developed a friendly and professional relationship with parents. She discusses all aspects of practice with parents during initial meetings and parents receive a copy of the childminder's policies. As a result, the children are cared for as agreed with the parents and information is shared daily on an informal verbal basis. Parents can easily access their child's development records, however, they are not currently adding their comments or observations to these. The childminder has developed effective links with other local childcare providers, such as the local nursery.

The childminder has a consistent approach to managing children's behaviour, which is reflected in her behaviour policy. Children are rewarded for their positive behaviour, for example, through the use of praise and encouragement. The children are beginning to know about and value each others similarities and differences, as they benefit from having regular opportunities to interact with people who have disabilities.

The quality and standards of the early years provision

The childminder takes thorough steps to ensure the children's safety inside her home and outside her home. For example, comprehensive risk assessments are in place. A fire escape plan is practised regularly with the children to ensure that all children are familiar with the routine. Potential fire hazards are identified and made safe, for example, smoke alarms are fitted at all levels and are in working order and a fire blanket is sited in the kitchen.

Space is used imaginatively and effectively, providing a varied environment for the children, for example, the kitchen is used for cooking, messy, and arts and craft activities. Activities are inviting and the children have independent access to a good range of age-appropriate toys, furniture and equipment to effectively meet their needs, such as high quality products, many made of natural materials, such as the wooden dolls house.

The childminder has read and understood the Early Years Foundation Stage pack. Therefore, the children's development records clearly show the their approach to learning, their achievements, their progress, and show planning for individual next steps in learning. Plans are versatile and respond to what the children want to do. As a result, they know they can choose what they would like to play with and are enthusiastic and eager to participate fully in activities. For example, the older children particularly like creative activities, such as painting, gluing and sticking. They also enjoy cooking for a purpose, such as baking buns and scones. Babies enjoy joining in with action rhymes and songs, such as 'twinkle, twinkle little star' and 'round and round the garden'. As a result, they are successfully learning new words.

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?	3

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

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.