

Inspection report for early years provision

Unique reference number	EY381946
Inspection date	10/06/2009
Inspector	Josie Lever
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 was registered in December 2008. She lives in the Bilton area of Kingston upon Hull, with her two children, aged six and nine years. The family also have a pet dog. She is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years old at any one time. She occasionally works with an assistant, when numbers of minded children are increased to a maximum of six. The childminder currently has 12 children on roll between the ages of one and nine years who attend for a variety of days and times before and after school.

Childminding takes place on the ground floor of the property with access to the first floor bathroom. Children walk to places of interest within the local area and school age children are taken to and collected from the local primary school. There is an enclosed rear garden for children's outdoor play.

The childminder is a member of the National Childminding Association and the local childminding network, Child Care Matters (Humber) Limited.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a clean and welcoming home, that is safe and secure. The childminder gives careful consideration to meeting the needs of individual children. Most documentation is in place that supports the health and safety of the provision, although not all. Systems for self evaluation are currently being established and the childminder has a suitable understanding of ways in which to improve her provision to further improve learning and development outcomes for children.

What steps need to be taken to improve provision further?

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

- develop knowledge of the Early Years Foundation Stage (EYFS) and use observations, planning and assessments to develop the next steps in children's individual learning and share children's progress and achievements with parents
- improve the range of resources that reflect equality and diversity
- review the areas of the garden used by the family pet to maintain the good health of children
- update risk assessment to include any assessments of risks for outings and trips.

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

- ensure the written record of risk assessment is regularly updated at least once a year or more

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frequently when the need arises (Suitable premises, environment and equipment) (Also applies to the Childcare Register)

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare) (Also applies to the Childcare Register)

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The leadership and management of the early years provision

The childminder organises her home well to ensure children have space to move around freely. There is a variety of toys and resources provided which keeps children happy and occupied during their time with her, many of which are accessible for self selection. The childminder's time is spent playing and talking with children. Daily routines allow children to eat, rest and play in the home as well as visit local toddler groups and places of interest, for example, the play park. The childminder gives children good support and together with her assistant have built up positive relationships with them, she meets their needs effectively through personal daily routines. For example, younger children are lulled to sleep listening to soothing nursery rhyme tapes when they are tired. She has a clear set of policies and procedures in place and follows these to ensure that all children are included and have their welfare needs met, including any special dietary requirements or cultural needs. The childminder has attended safeguarding training and has a sound knowledge of the signs and symptoms of harm and local reporting procedures.

Documentation is presented in an orderly way and the childminder shares her policies and procedures with parents at an initial meeting. However, not all documentation is maintained in line with requirements and this breaches regulations. For example, whilst the home is safe and secure and the childminder completes daily safety checks, risk assessment records have not been reviewed for over a year and do not include outings. Additionally, parental consents are not in place to seek medical help in an emergency. Positive partnerships with parents have been developed, for example, the childminder verbally shares information with them about their child's day and they receive a written account of their daily routines. However, systems to share children's development folders have yet to be established and consequently parents may not be fully informed or kept up to date with children's progress and learning and ways in which they can support this at home.

The quality and standards of the early years provision

Children receive a varied and fun range of activities and experiences whilst in the care of the childminder. Although she has yet to access EYFS training, she has developed a suitable understanding about the six areas of learning and ways in which to promote the welfare, learning and development requirements. She has made some effective links with other EYFS providers, for example, supporting

some children learning their phonics as used in local schools and nurseries. Activities are planned based upon children's interests and seasonal activities and the childminder is beginning to undertake sensitive observations and assessments of what children can do. However, she is not using this information fully in order to plan for the next steps in children's individual learning. Consequently, children are making satisfactory progress in their learning and development.

Children benefit from the support the childminder and her assistant provide, who offer a caring and secure environment where children are happy and settled. Children listen attentively to stories and sit comfortably on the sofa as they read together. Their enjoyment of books and listening to stories is encouraged successfully. For example, children visit the library with regularly and choose their own books which helps promote their communication, language and literacy skills. Children enjoy regular creative opportunities to mark make, for example, as they paint a picture, draw or make a 'Father's Day' card. Their knowledge and understanding of the wider world is developed as they use a range of replica toys and equipment, such as shopping tills, telephones and a lap top computer. They have some opportunities to learn about other cultures, for example, Chinese new year, however, resources are limited that reflect positively in all areas of equality and diversity.

Children play well together and behave well. They are occupied and interested in the range of resources and toys available. They make decisions about what they want to do, because the learning environment is organised to enable them to choose their own toys and make independent choices. For example, toys are stored at their height and are easily accessible. Children have daily opportunities to learn about shape and size as they complete a range of shape sorters and jigsaws. Counting skills are encouraged through everyday experiences. For example, singing action songs, number rhymes and playing shopping themed board games. Children have been growing seeds and plants in garden pots and have been comparing colours, size and shapes. They benefit from daily opportunities to be physically active as they play in the rear garden using a suitable range of wheeled toys and sporting equipment. They develop an awareness about their own safety as they follow safety rules for the use of the enclosed trampoline and know about the limitations on time to ensure fairness to all.

Suitable and nutritious foods and healthy snacks are offered throughout the day and children's individual dietary needs are met. They enjoy baking activities, such as making their own bread and mini pizzas. The childminder promotes the health of children by reinforcing effective practices. For example, a separate bowl is used for hand washing downstairs and children have individual hand towels in the bathroom. Individual agreements have been made with parents about the degree of contact children have with the family dog and the childminder is sensitive to the needs of those children who are not used to being around pets and minimises contact at these times. Written documentation supports regular veterinary care is administered. Most arrangements support the hygienic management of the family dog, when children are present. However, very occasionally the rear garden area is used by the dog for toileting and whilst the childminder has procedures to remove any waste matter before children play outdoors, there is no separate area provided.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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:

- take action as specified in the early years section of the report. (Records to be kept) 24/06/2009

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 early years section of the report. (Records to be kept) 24/06/2009