

Inspection report for early years provision

Unique reference number	EY385244
Inspection date	22/06/2009
Inspector	Margaret Bryant
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 January 2009. She lives with her husband and two children aged five years and 20 months, to the north side of the city of Hull. Childminding takes place on the ground floor level of the home only, excepting the lounge to which children have no access. To the rear of the property there is an enclosed section of the garden for children's use, directly accessed from the main playroom. The family have a dog.

The childminder is registered to care for a maximum of four children under eight years, two of whom are in the early ages group (Early Years Register, compulsory part of the Childcare Register). Currently there are three children on roll aged fourteen months, two years and four years of age.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes the Early Years Foundation Stage well and supports all children in their learning and development in making good progress towards the early learning goals. Her premises are welcoming and inclusive and generally clean throughout all areas in use by children. Children have direct and easy access to a wide range of resources, both indoors and outdoors. Records are maintained well and parents are well informed about their children's achievements and progress. Systems for self evaluation are being developed as the childminder reflects on her practice in respect of all outcomes for children.

What steps need to be taken to improve provision further?

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

- consider children's rights to privacy when changing nappies and possible impact of not cleaning their hands afterwards
- further develop systems for self-evaluation to clearly identify strengths and priorities for development which will improve the quality of provision for children

The leadership and management of the early years provision

The childminder has developed close relationships with children and their parents and knows all children well. She creates a fully inclusive environment where children have free choice from the resources and the premises are secure which safeguards all children. Detailed risk assessments consider all areas of the home and are carried out before any outings take place. The safe, secure management and storage of children's information ensures confidentiality and safeguards them. Methods for collecting information about children includes discussion with parents from the onset about children's starting points. A continued two-way exchange of

information and assessment of children at play by the childminder, helps parents to realise her commitment to their children. It also helps them feel secure in the knowledge their children are making good progress in their learning.

The childminder shows a commitment to extending her own knowledge through training which ultimately benefits children. This includes the attendance of a paediatric first aid training course, food hygiene training and safeguarding. Links are being developed with local schools who care for children in the early years age group whom she also minds. Parents receive good quality written information about her provision through the many and well presented policies she gives them. These are based around the Early Years Foundation Stage and helps parents to fully understand the practices in place which safeguard and promote their children's welfare. The guidance to the Statutory Framework is well used by the childminder to determine children's next steps of learning. She understands that reflection of her practices is necessary and receives some support in this from outside agencies working in early years.

The quality and standards of the early years provision

Children are happy and settled with the childminder. She helps promote their learning through the many opportunities provided, both indoors, outdoors and on outings, which consider all six areas of learning. For example, as children grow they begin to realise words have meaning as they excitedly listen to the familiar stories the childminder tells. They join in as they make the sounds of the chickens and pigs and use their bodies to create movement, imitating the chickens flapping their wings. They learn how to respect and care for animals as they visit the local park and develop knowledge of wildlife as they feed and then observe the garden birds. Weekly visits to local toddler groups help develop children's confidence as they learn to socialise with one another. Children are guided in how to play alongside one another and to share resources.

The childminder recognises the importance of having a balance of adult-led and free-play activities and builds on children's interests, likes and dislikes. She promotes their understanding of different words and increases their vocabulary as they grow and develop. Through water play children learn about sinking and floating and through dancing they learn about moving backwards and sideways. She also builds on children's learning outside of her home, for example, at school. Careful planning is then carried out which further extends children's prior learning. Observations recorded are all carefully dated and help with the assessment process, showing how learning links to the six areas of learning. Using the Practice Guidance for the Early Years Foundation Stage, along with her own knowledge and information from parents, she is able to determine children's next steps of learning. Photographs and children's work contained in individual files, along with written information, shows parents clearly the progress their children are making.

The childminder is gentle in her approach with children and ensures they feel safe and secure.

There is a good range of safe and age-appropriate equipment including pushchairs and booster seats. Booster seats allow children to sit at the table and be included

in craft activities and sit with their friends when eating. All equipment is fitted with appropriate harnesses to keep children safe, including when they are sleeping. Children are safeguarded on outings. Prior risk assessments identify the suitability of the venue and a first aid kit, children's emergency details, sun creams and reins are taken. Children are helped to learn about how to keep safe through taking part in regular fire evacuation drills. The smoke alarm used not only alerts children to the drill taking place but also helps them be familiar with the noise in the event of a real emergency. Children also learn about taking risks and negotiate and manage well, the step between the main play area and the dining room.

Children bring food from home for their meals though the childminder provides children with snacks of fresh and dried fruit. Sometimes treats are available, though these are only given with parent's approval. Children's own drinking cups are kept filled throughout the day. Older children learn about good hygiene measures through washing their hands after visiting the toilet, using their own, individual coloured towels to reduce the risk of cross infection. The changing of sometimes soiled children's nappies, however, does not fully protect children's health. This is because this is carried out in the main playroom. This is standard practice, and, does not respect children's dignity and privacy.

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?	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?	3
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