

Inspection report for early years provision

Unique reference number	EY388738
Inspection date	16/10/2009
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 March 2009 to work alongside another childminder in their home. However, since September this year she has begun working alone in her own home where she lives with her two children aged five years and 22 months. This is in the west of the city of Hull and four miles from the city centre. Downstairs of her home is used only with children having use of the dining/playroom and the conservatory which is accessed through the kitchen. Outdoors to the rear of the property is an enclosed garden for children's use. This is laid to lawn and has a decked area with currently a steep step down onto the lawn. The family has two pet cats.

She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is allowed to care for a maximum of four children under eight years with a maximum of two who may be in the early years age group. Currently, there are two children on roll, both of whom are cared for on a part-time basis and who are in the early years age group. She receives support from her early years worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a very clean home and the childminder works well with parents to make sure she has a good understanding of their children's individual care needs. She shares information with them about what their children do and obtains brief information about their individual starting points. She is beginning to monitor their progress but planning for individual children is not yet developed. She evaluates her practice quite well and involves parents in this and is keen to make improvements and develop her own knowledge to benefit children. The records she has in place are of a satisfactory standard, however, sometimes children's surnames are omitted. Most areas of risk are identified, though hygiene practices require some improvement.

What steps need to be taken to improve provision further?

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

- further develop risk assessments which consider children's safety, moving alcohol safely out of harm's way
- develop systems which clearly establish children's starting points, monitor their progress and plan for their individual next steps of learning, making sure all are dated
- consider children's rights to privacy when changing nappies, hygiene implications of changing in same room where children play and possible impact of not cleaning their hands afterwards
- ensure the full names of children are always included on all documentation,

including the register of attendance.

The effectiveness of leadership and management of the early years provision

The childminder is developing her safeguarding knowledge well, has an effective procedure in place and contact details are readily available in case she has any child protection concerns. She endeavours to share her policies with parents as they are updated and they sign to acknowledge they have seen these. She carefully supervises young children as they play and freely move between the different playrooms which are connected by the kitchen. Her risk assessments consider arrangements for outings to safeguard children and she keeps a record of most possible risks in her home and outdoors. She carefully supervises children when they play outdoors on the newly installed, incomplete decking area. However, although the wine rack on the kitchen worktop cannot be easily reached by young children currently minded, the possible risk to their safety over time is not considered.

She is effective in evaluating her provision and shows a willingness to improve her practice and increase her knowledge through training. She has attended several short courses in connection with the Early Years Foundation Stage. She has also achieved a Level 2 in Food Safety and Catering and is currently on training for the management of children's behaviour. She hopes to attend more training, especially that which helps her record and assess children's development. She is aware of the six areas of learning, and has begun to make observations of children at play and makes links to areas of learning. However, as her recordings are brief, it is not clear how the links or children's next steps are clearly determined. She knows minded children very well and is aware of their interests, however, planning is not in place for the individual as yet.

Parents are included in the evaluation of her practice through completion of questionnaires which she intends to give out to them on a regular basis. They report highly of the care she provides for their children. Children are able to freely select age-appropriate resources and they feel happy and 'at home' in their familiar surroundings. She has all necessary records in place with many supporting policies which are shared with parents. However, the attendance register does not include children's full names and not all recordings in children's individual files are dated.

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

Children are helped to develop an awareness of how to keep safe. For example, they know that when out walking and not in their pushchairs, they must have their wrist restraints on and keep close to the childminder. Although minded children are both under three years, records show they take part in fire drills and begin to know what to do if they have to get out of the home quickly. They also learn that they need to take care when playing near others and are prompted through gentle reminders about sharing on the occasions they forget. They receive praise from

the childminder in their efforts and feel proud when they get stickers from her. They also begin to learn about healthy practices as she encourages them to clean their hands before their snack. She also works in partnership with parents in respect of toilet training. The changing of sometimes soiled children's nappies, however, does not fully protect all children's health; this being carried out in the playroom which also does not respect children's dignity and privacy. In addition, as their hands are not cleaned afterwards, they do not learn the importance of healthy practices at a young age. She does provide them with healthy snacks of fresh fruit, however, and as they freely move around the premises they access their own drinks whenever they wish.

The childminder helps children to not only feel safe but to feel they belong and they are very happy and settled in her care. Minded children play alongside her own child very well and are forming friendships as they dance around together with their dollies and sing familiar nursery rhymes and do the actions along with the childminder. They have good opportunities for creative development and enjoy sticking and painting and engage in pretence as they dress up and pretend to be fire-fighters and post persons. Children have regular opportunities for physical development as they attend soft play centres, visit local parks and learn to socialise as they attend regular weekly toddler groups. The childminder provides useful information for parents' reference, including information about areas of learning and child development literature.

She uses appropriate questioning with children to make them think which helps them learn and develop their imaginations. For example, she asks them what they have bought as she looks in their shopping trolley and 'goes along' with the pretence as she drinks the imaginary cups of tea they make with their tea set. She constantly refers to colours of objects as children play and helps them learn and also introduces numbers through constant counting of objects. Children begin to learn about people and the roles they have as she looks at 'families' with them. They talk about the pets they have, the 'make-up' of their families and what the people do. She also helps them to notice their environment as they go on outings and helps teach them about having respect for animals, including their family pets.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:	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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