

Inspection report for early years provision

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Inspection date	29/10/2009
Inspector	Pauline Pinnegar
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 April 2009. She lives in Northallerton, North Yorkshire, with her two children aged six years and seven years old. The house is situated close to local amenities. The whole of the ground floor of the premises are used for childminding. There is an enclosed garden for outdoor play. The childminder cares for children on weekdays from 8am to 6pm for 48 weeks of the year. The family has a pet rabbit and hamster.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of whom, no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years old to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound understanding of her safeguarding responsibilities, so that children are safe and secure in her care and their welfare is promoted successfully. She offers a warm and friendly welcome to all children and their parents. She works well with parents to promote an inclusive environment and as a result, has a good understanding of children's individual needs. The childminder plans a suitable range of activities which cover most areas of learning. Procedures for observation and assessment are being developed. The childminder has a suitable understanding of her areas for development and is beginning to implement procedures to monitor and evaluate her provision involving parents, other childminders, and her local authority, and by attending suitable training. Most documentation is in place.

What steps need to be taken to improve provision further?

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

- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities in order to plan for the individual child
- develop further resources and activities to nurture children's awareness and respect for the needs, cultures and beliefs of other people
- ensure all records are easily accessible and available for inspection, in particular, the written parental consent to seek emergency treatment and advice.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and has a professional approach to her role. She has a sound understanding of her responsibility to safeguard children, and her written safeguarding policy and procedures reflect the requirements of the Local Safeguarding Children Board. The childminder has completed child protection training and plans further training to keep her updated with current issues. Children's welfare is further safeguarded, as the childminder has suitable checks completed. Children are cared for in a safe and secure environment. Risk assessments are detailed and carefully considered to ensure that children remain safe, both in the home and on the varied outings they enjoy. The childminder helps children begin to understand about keeping themselves safe, as they play safety games, talk about crossing with the 'green man' and ensuring older children are aware of playing with resources safely when very young children are present. The evacuation plan is practised routinely with children, to raise their awareness of what to do in an emergency situation. Required records, policies and procedures are in writing and are shared fully in discussion with parents at introduction meetings. They are implemented effectively to ensure children's welfare is fully promoted. However, the written consent to seek emergency treatment and advice is not readily available for inspection, although the childminder assures this is in place.

The childminder provides a wide range of resources that children find stimulating, and organises her premises effectively to support children's welfare and development. She promotes inclusive practice through her policies and welcomes all children into her setting. She seeks information about children's home backgrounds and understands the need to reflect these within her provision. She manages her time well so that she is able to support children as they play. The childminder shows commitment to continual development. She is beginning to evaluate her provision using the Ofsted self-evaluation form. This is complemented with verbal and written feedback from parents. She has set herself reasonable targets, such as developing the outdoor play area and improving her systems for planning and observing more effectively. She is keen to attend further workshops to further develop her knowledge of the Early Years Foundation Stage and enhance her provision. This reflects her positive attitude towards improving the provision for the children's benefit.

The childminder prioritises communication with parents so that they are kept fully informed about their child's welfare and progress. Parents help the childminder to understand their child's individual needs and they are actively encouraged to contribute information from home to support learning in the written communication diary. They value the childminder's caring and professional manner and her ability to meet children's needs well. The childminder talks all the time with children about their home and family life, helping them feel special and fully included. She is aware of the importance of promoting appropriate links with other settings to enhance continuity in children's care and learning and is currently developing her systems to share information with other providers.

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

Children receive a warm welcome on arrival and close support as they settle to their activities. The childminder helps them build confidence, as she sensitively responds to their feelings, ensuring they develop a close and trusting relationship with her. Babies show they feel secure as they enjoy her attention and a cuddle, and happily settle for their routine nap. Children enjoy a suitable variety of activities indoors and outside. The childminder monitors children's progress by observing them during their activities. She basically plans activities around outings and children's interests. Individual observational files include photographs and simple observations of activities the children have taken part in. However, they are not linked to the early learning goals and do not clearly identify children's next steps in their development. Using the current system it is difficult to ensure children are achieving in each area of learning and their learning priorities effectively inform their planning. Children are becoming familiar with differences as they play with a small range of toys that promote diversity but they currently have limited opportunities to learn about their own cultures and beliefs and those of other people.

Babies show great pleasure as they develop physical skills and stand with the childminder holding them securely. Babies look at the childminder with delight as they repeatedly see cause and effect as they press buttons on toys that make noises. The childminder interacts skilfully with children as they play, developing their language and social skills. She responds sensitively to non-verbal communications and body language, understanding when a child wants a particular toy, or is tired. Older children have fun taking part in Halloween celebrations as they decorate spiders, draw and colour bats and ghosts. Creative and exploratory activities are routinely enjoyed, for example, children enjoy making necklaces from pasta and clay models. They enjoy painting and collage activities and their work is displayed for all to enjoy. The childminder stimulates interest in sounds, counting, shape names and colours, using matching games and building with bricks and making rice shakers. Children grow cress, plant seeds, tomatoes and pumpkins, and learn about caring for the rabbit and the hamster. They find out about their local community as they enjoy nature walks, visit the library and explore local parks. Children explore and investigate bugs and worms in the garden. They use their imagination well as they dress up and role play in the pretend café. Opportunities to develop young children's information, communication and technology (ICT) skills are promoted as they access a range of programmable toys and the laptop computer which supports them in developing skills for the future.

Babies eat and sleep at times that reflect their individual home routines and needs. Some children bring food from home for their meals and the childminder promotes healthy eating through sharing her policy with parents. She provides nutritious snacks of fruit, and ensures children have plenty of fluids, with their beakers available at all times. Children enjoy lots of time being active outdoors and the childminder raises their awareness of the importance of exercise and fresh air. Resources are accessible to support children's developing mobility. The childminder

uses everyday conversations to raise their awareness of a healthy lifestyle, helping children understand the importance of adopting healthy lifestyles as they choose varied snacks and healthy meals. Children also take part in fun activities associated with healthy eating as they prepare fruit kebabs and help to prepare snacks. They are encouraged to develop independence in their own self-care, as they learn to wash their hands before their snack and to care for their play environment. The childminder also takes children for nature walks on the 'conker trail', to play in the park, and to visit the local soft play facilities. This provides good opportunities for fresh air and exercise and supports children's good health. A sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children make a positive contribution	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met