

Inspection report for early years provision

Unique reference number	EY392776
Inspection date	17/11/2009
Inspector	Abigail Caroline Cunningham
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with husband and one child aged 13 months in the village of Barlby, near Selby, North Yorkshire, close to shops, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of one of the bedrooms. The childminder is registered to care for a maximum of five children at any one time. There is currently one child in the early years age range on roll. The childminder also offers care to children aged over five years to 11 years. The childminder supports children with special educational needs. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has not fully met the welfare requirement which relates to the suitability of the premises. She is committed to developing her practice further and has worked hard to develop positive relationships with the children and parents to ensure the children's individual needs and parents' preferences are fully met. The childminder has recently attended Early Years Foundation Stage training and has been successful in putting her newly acquired knowledge into practice. As a result, the children are happy, settled and have fun developing their physical skills. They are developing a positive attitude to being healthy and are making satisfactory progress in their learning and development.

What steps need to be taken to improve provision further?

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

- ensure that the low-level glass is made safe (Suitable premises, environment & equipment) 01/12/2009
- take steps to ensure that a fire blanket is provided in the kitchen (Suitable premises, environment and equipment). 01/12/2009

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

- carry out regular evacuation drills, record the details and include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is meeting safeguarding regulations as a safeguarding children policy and procedure is in place. All the required checks have been carried out on all adults residing at the childminding premises. The childminder has previously completed safeguarding children training and knows the possible signs and symptoms of abuse, the reporting procedure, and she has local safeguarding contact details readily available.

Written risk assessments for the home and outings have been undertaken and some positive steps have been taken to keep the children safe; for example, safety gates are in place to prevent children accessing the stairs. However, not all potential hazards have been identified and minimised, which is a specific legal requirement. For example, the low-level glass in the interior glass doors has not been made safe or inaccessible to the children, which does pose as a risk to the children's safety. The childminder has devised a fire evacuation procedure, however, this has not been practised with the children. Therefore, the children are not becoming familiar with the routine and any potential problems have not been identified. Smoke detectors are fitted at each level of the house and the fire in the living room is fitted with a guard. However, a fire blanket is not sited in the kitchen, which means that adequate fire control equipment is not completely in place, which is a specific legal requirement. Babies are taught to be safety conscious; for example, the childminder consistently reminds and shows babies how to handle toys safely. Additionally, she is taking appropriate steps to ensure that resources are sustainable.

The childminder is committed to improving her practice and she has some plans in place for making improvements, such as completing a Level 3 in Childcare qualification. The childminder displays her registration certificate and holds public liability insurance. She has recently attended Early Years Foundation Stage and baby signing training. She has also completed a relevant first aid course and the childminder registration training.

The childminder knows the children and their families well. For example, prior to caring for children, she agrees on ways of managing the children's behaviour with parents. The childminder also shares her written policies and procedures with parents and finds out about the children's special educational and individual needs, routines and starting points. The parents receive clear information about the children's care through daily discussions with the childminder and the completion of a daily diary. Parents are also adding their comments to their child's diary and are shown their child's development record on a regular basis. One of the parents commented that the childminder 'is very organised and we decided to place our child with her partly because she is new to childminding and is keen to impress and do everything properly'. None of the minded children currently receive care and education from any other setting; however, she is currently developing links with other local childminders as she meets them once a week at a local toddler group.

Babies are beginning to develop an understanding about the local community, the natural world and other people. This is because they have regular opportunities to socialise with other children. They also have equal access to resources and have daily opportunities to go out into the local community; for example, they enjoy going out for walks around the village. Babies are well-behaved; they are keen to participate in activities and cooperative with routines, such as nappy changing.

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

Overall the children make satisfactory progress in their learning. The children's development records directly link to the six areas of learning; they show the children's approach to learning, their achievements and they also show planning for individual next steps in learning. The childminder plans activities around the children's individual needs and interests. The children are encouraged to make decisions about what they would like to play with and have developed a positive approach to learning, for example, babies enjoy exploring the childminder's home and resources. They have fun looking at books with the childminder, playing with the musical instruments, wooden bricks, stackers and push-along toy. Babies also like to listen to and attempt to join in with songs, such as 'five little speckled frogs' and, as a result, they are making new sounds and attempting to say words.

The childminder has established familiar routines based on information provided by parents, such as suitable meal and rest times. The babies also enjoy the childminder's company, for example, they laugh and smile when the childminder talks to them. The childminder gives the children space to develop their independence, at the same time remaining close to offer any support or cuddles. As a result, the children are happy, settled and willingly take part in new activities, such as making marks with crayons.

The children receive a varied range of healthy and wholesome snacks, such as fresh strawberries and pineapple. Babies are successfully developing various self-help skills; for example, they can successfully feed themselves, using their fingers. The children are developing a positive approach to being healthy as they have regular opportunities to develop their physical skills; for example, once a week the childminder takes the babies to the local swimming pool where they enjoy splashing about in the water. Babies show determination to practise and refine their physical skills; for example, one baby enjoys crawling around the childminder's home, pulling himself up on furniture, standing unaided, pushing the push-along toy across the floor, and throwing and reaching for various objects.

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	3
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	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	3
The extent to which children adopt healthy lifestyles	3
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:

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 (Suitability and Safety of Premises and Equipment) 01/12/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 01/12/2009

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 (Suitability and Safety of Premises and Equipment) 01/12/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 01/12/2009