

Inspection report for early years provision

Unique reference number	EY397055
Inspection date	10/02/2010
Inspector	Jackie Phillips
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.

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 registered in 2009. She works at the home of her mother who is an established registered childminder. The property is located within the rural village of Nordham, close to North Cave, in the East Riding of Yorkshire. Children have use of the whole of the downstairs of the property and access an enclosed outdoor play area.

The childminder is registered, to care for a maximum of five children under the age of eight years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 12 children on roll. Of these, eight children are within the early years age range. Numbers of children may be increased when the provider works alongside her co-childminder. Children are taken out for regular visits and walks to places of interest in and around the local area. The childminder holds a recognised childcare qualification. A dog, cat and fish are kept at the setting, as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and homely environment. Space is used effectively and includes a well-equipped, bright and interesting playroom. The flexible routine is based upon a range of interesting activities for children that take place inside and outside. Their care, learning and welfare needs are met very well and all children are recognised as being unique. Systems that safeguard children and help them understand about health and safety are mostly robust. Partnerships with parents and others are exemplary and contribute significantly to children's achievements and well-being. Recent developments have made a positive impact to the provision and outcomes for children. The provider has a strong desire to secure further improvement and continue to build upon the good practice already in place.

What steps need to be taken to improve provision further?

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

- develop the risk assessment process to extend information relating to outings and ensure a date for review is clearly established
- extend children's understanding of effective personal care practises, particularly regarding nasal hygiene.

The effectiveness of leadership and management of the early years provision

The setting is safe and secure with good systems in place to help eliminate risk. For example, effective emergency procedures are established that includes children

learning about how to leave the premises quickly and provides for details of parents contact numbers being easily retrievable for immediate use. Visitors are encouraged to use anti-bacterial hand gel on entry to the setting and information relating to changed circumstances regarding collection arrangements of children, is clearly recorded. A varied range of documentation and record keeping supports effective safeguarding procedures, although details relating to the risk assessment are currently under-developed. Children are helped to develop an awareness of personal safety by being involved in discussions that inform them of the consequence of their actions. For instance, what will happen if they climb without supervision.

Parents are highly satisfied with the service provided and remark upon improvements made by the provider since her registration and introduction into the setting. They are kept extremely well informed and their opinions are welcomed and respected. Partnerships in the wider context make a strong contribution to children's achievement and well-being. There are established channels of communication between partners involved with individual children, which successfully promotes their learning, development and welfare. The success of partnership working is reflected in the development and continuity of care and education children make. The provider regularly observes children and makes an assessment of their progress. This informs the planning of activities which is tailored to meet the individual learning needs and interests of the children. Activities are varied and take place within the setting and at local groups and activity centres. This helps children achieve and enjoy in different situations, supports their knowledge of the surrounding area and encourages a wider circle of friends and relationships.

The provider is very committed towards securing improvement. She has high expectations and sets high standards, sharing her ambition and drive with her co-childminder and parents. As a result, outcomes in children's achievement and well-being, including those who require additional support, are good. The environment and resources within, contribute successfully to children's learning and development. A varied range of toys and equipment are readily accessible for them to make independent choices and decisions. Space is used very well and the environment is conducive to learning, safe and well cared for. Children are well integrated into the setting and quickly settle, including those who have recently joined. An exceptional knowledge of each child's backgrounds and needs and an empathetic approach to meeting the individual wishes and needs of parents, contribute to excellent partnership working and means children benefit greatly.

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

Children make good progress towards the early learning goals in all areas of learning. They also make good progress overall in developing the personal qualities that enable them to acquire skills for the future. They have good, sustainable relationships with adults and their peers and are happy and content. Behaviour is good and children are motivated and interested in a broad range of activities, taking responsibility for choosing what they do. They work and play independently

or as a group and are active and engaged learners.

Children are safe and develop a sense of belonging to the setting. They are familiar with their surroundings and well organised routines help them feel comfortable and become confident. They enjoy a wide variety of nourishing, freshly prepared meals and have independent access to drinks at all times. A commitment, by the provider, to make positive changes to the menu to ensure children receive a good balance of wholesome options, helps them benefit from a healthy diet. They adopt good personal hygiene routines throughout the day. Sometimes the importance of effective procedures regarding nasal hygiene to help reduce cross infection, is not carried out consistently well enough to fully support children's understanding.

Activities for children are interesting and involve them sometimes conducting their own research. For example, using the laptop to investigate information regarding the Chinese Lantern festival. Progress in communicating, literacy and skills relating to information and communication technology is developing well. Domestic play involves children using the pretend vacuum cleaner and washing machine and they are familiar with everyday technology as they see a digital camera and photo frame in regular use. Children are particularly fond of books and access the high quality range frequently, choosing those for an adult to tell the story or to use independently. Good opportunity is used to raise children's understanding of colour and letter recognition and for them to count. They enjoy discussing their thoughts and ideas with others, particularly of news that interests them. They learn about the wider and natural world, such as the traditions and beliefs of others, important landmarks in their local community and the cause and affect of the changing seasons.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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