

Inspection report for early years provision

Unique reference number	EY397662
Inspection date	06/01/2010
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 lives in Goole with her parents. She usually works alongside her mother who is also a registered childminder. Children use all of the ground floor of the property and access the bathroom situated on the first floor. There is an enclosed rear garden for outdoor play opportunities. Children are taken for walks to places of interest within the local community, for example to toddler groups, the library and play parks.

The childminder is registered to care for three children when working alone and six children when co-childminding. The childminder collects children from the local school. She is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently five children on roll, of which four are within the early years age range. 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.

Children are cared for in a clean and comfortable family setting. The childminder has effective systems in place to use information gained from parents to ensure she is well informed of children's individual needs, routines and starting points. This means she is able to meet their welfare, learning and development requirements well. Partnerships in the wider contact are currently being established. The childminder is keen to develop and improve her practice, although no clear plan for action is in place to identify how this will be achieved.

What steps need to be taken to improve provision further?

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

- obtain parents' written permission for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 22/01/2010

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

- develop the record of risk assessment to include outings, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident
- develop the use of self-evaluation to secure improvement of the provision
- consider ways in which parents can contribute effectively to the assessment and evaluation process of children's learning and development.

The effectiveness of leadership and management of the early years provision

The environment is safe and secure. Children are well assisted to develop an understanding of personal safety by, for example, being involved in practising the setting's emergency evacuation procedure. When taking part in walks within the community, discussions take place regarding aspects of the dangers of traffic and road safety. The childminder is aware of her responsibility to safeguard children and has local guidance and supportive documents in place for referral. She has recently taken part in online training to develop her understanding of child protection procedures.

Resources provided for children are clean, in good condition and supplemented by items borrowed from the local toy library. Provision is made to enable children to make their own personal selection by ensuring resources are placed at low level to aid choice and decision making. Although the childminder is responsible for key children who she develops warm and caring relationships with, she works closely with her co-childminder and both demonstrate that they know all children very well and are able to meet their different and varying needs. The childminder has a positive attitude towards the capacity to improve and enhance her working practice and understanding of meeting the needs of children. However, processes to tackle areas for development are not yet firmly established.

The operation and management of the provision is well supported by a varied range of policies and procedures. The legal requirement to have obtained prior written parental consent for the seeking of any necessary emergency medical advice or treatment is currently not in place for all children. A record of risk assessment is established, although this does not include outings or provide details such as when review or action is necessary. Children are respected as individuals and trusting relationships are evident. Partnerships with parents and other providers delivering the Early Years Foundation Stage are respected, although there is insufficient evidence to show that parents are able to make valuable, written contributions to the assessment process and share effectively in the evaluation of their child's learning and development.

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

Children learn through a flexible programme of planned and spontaneous events and activities that take place inside and out. Their experiences are enriched by access to groups and visits to places of interest located within the immediate community. They learn about the wider world through events such as the celebration of Chinese New Year. Children make steady progress towards the early learning goals and benefit from being involved in a varied range of learning opportunities that are adapted to meet their individual needs. Their progress is observed and evaluated and attention is given to identifying how children can be supported to move on to the next stage in their learning. Written recordings and photographs provide good evidence of children's progress. Parents contribute

towards the inspection by providing positive comments. They are highly satisfied with the care provided and acknowledge children's development and achievements.

Children behave well and are happy and settled at the setting. They are supported to adopt a healthy lifestyle by being provided with regular drinks and a choice of healthy snacks. Routines to help children understand effective hygiene procedures are implemented most of the time. They access fresh air and exercise, sometimes using the garden area provided with a range of interesting toys and equipment. They make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. Young children are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and wonder. For example, they independently select toys they find interesting, such as a good variety of musical instruments and domestic role play items.

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	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	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:

Met