

Inspection report for early years provision

Unique reference number	EY397746
Inspection date	19/01/2010
Inspector	Linda 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.

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Description of the childminding

The childminder was registered in 2009 and has an assistant. She lives with her partner and three children aged six, five and three years in Anlaby to the west of Kingston upon Hull. The ground floor of the home is used for childminding with bathroom facilities on the first floor. There are two enclosed gardens for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of three children, all of whom may be in the early years age group and currently the three children on roll are in that group.

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 good.

Within an inclusive environment children enjoy a wide range of activities and opportunities. The childminder is becoming confident in ensuring the Early Years Foundation Stage framework is delivered, and although she talks to parents regarding children's starting points to ensure they make progress in their learning and development, these are not recorded. Partnerships with parents are positive and there are good systems in place for ensuring they are kept informed of issues relating to their children's care. The childminder is developing systems for self-evaluating practices and is able to identify strengths and areas for development to improve outcomes for children. She has addressed all recommendations from her registration inspection.

What steps need to be taken to improve provision further?

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

- further develop systems for identifying children's starting points which are more effectively tailored to their individual needs
- ensure where children receive education and care in more than one setting that there is continuity and coherence by sharing relevant information with each other and with parents
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Within the homely, welcoming environment children are becoming independent and confident. They have opportunities for free play, choosing from good quality

play resources, such as dressing-up clothes, interesting battery-operated toys and a wide range of books stored on a low-level shelf for self-selecting. As the childminder plans activities and opportunities in advance there is a good balance of both child-initiated and adult-led activities which give an even balance of learning opportunities. Although planning gives children varied opportunities these are subject to spontaneous changes, for example, the recent snow fall enabled the children to enjoy sledging in the park, a new experience for young children. Age-appropriate toys and play resources are easily accessible to children of all ages and are stored within low-level cupboards and clearly labelled storage towers within the dining room for them to help themselves.

The childminder clearly understand her role in safeguarding children. She is familiar with procedures for reporting concerns, demonstrates she is aware of possible signs and symptoms of abuse and has a written policy which she shares with parents. Children are closely supervised to ensure their safety, for example, she allows them to move around within the ground floor rooms closely following behind. To further safeguard them, accident records are maintained and the childminder takes appropriate actions when incidents occur. Since registration the childminder's assistant has attended a first aid course, and once received, both will hold valid certificates to share with parents. Records of medications are clear and prior written consents from parents are in place. Detailed risk assessments are carried out and recorded, and these ensure there are no potential risks of harm to the children.

The childminder has good partnerships with parents. She shares information verbally each day keeping them informed, for example, of the activities and opportunities children experience while in her care. She also maintains detailed daily diaries, and through recently completed questionnaires parents commented on how important these are to them in being able to read precise details of daily events. Although the childminder knows staff well at the local pre-school children attend, systems are not yet in place to evidence the sharing of any learning and development opportunities.

The childminder is introducing systems for self-evaluating her setting and confidently speaks of her aims for the future. She has identified a small number of areas for improvement to enhance the outcomes for children.

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

Children are learning about keeping themselves safe. They respond well to the childminder; for example, they are gently reminded they must be fastened securely in support seats at the dining table before snacks are served, and know they must walk, not run, from room to room to reduce the risk of accidents. Although the childminder has a written emergency evacuation procedure children are not familiar with fire practices as they are not yet involved. The childminder has boundaries regarding behaviour and encourages children to play together well, take turns and share. She has good systems in place for rewarding positive actions, for example, she gives children certificates, stickers and presents them

with 'excellent work' wrist bands.

The childminder is continuing to develop her understanding of the Early Years Foundation Stage framework and is supporting children in helping them to make progress in their learning. Although initial starting points of children's capabilities are talked through with parents, these are not recorded. However, clear systems are in place for recording observations made on the children, including good use of photographs, which are clearly linked to the different areas of learning, and their next steps of progression are identified.

Children are learning about healthy lifestyles. They have access to fresh air and exercise regularly through playing in one of the two gardens, are taken to local parks, and walk to and from school. Children attending pre-school settings and others who visit indoor soft-play centres, have additional opportunities to play on and with larger pieces of equipment. Within the home children have access to a wide range of items, for example, skittles, bean bags and a snakes and ladders game with exercise instructions, and clearly enjoy singing action songs, such as 'Head, shoulders, knees and toes' where they demonstrate their exercise skills. Children's dietary information is sought from parents who supply packed lunches and snacks. The children have easy access to drinks of water and apple juice which are within their reach to promote their independence.

The availability of good quality resources including a battery-operated globe where children find animals and their countries of origin, age-appropriate books including 'We are all different', and toys reflecting disabilities all help children to learn about the wider world. Children also become aware of celebrations and events, such as Remembrance Day when they made poppies from recycled resources, and attend parties with other children and their childminders at Christmas.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	3
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	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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