

Inspection report for early years provision

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Inspection date	04/11/2010
Inspector	Eileen Grimes
Type of setting	Childminder

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E: enquiries@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.

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Description of the childminding

The childminder has been registered since 2010. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children aged under eight years, at any one time. She is currently caring for three children of whom two are within the early years age range. The childminder lives with her husband and daughter aged 19 months. They live in Catterick Garrison, close to schools and local amenities. The childminder uses the lounge dining room on the ground floor and bathroom on the first floor for childminding. There is an enclosed play area to the rear of the house which children are able to access for outdoor play. There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities. The childminder attends the local toddler groups and takes children to the park. The family has two dogs. On the day of inspection, there were no children present. All information was gathered through discussion, inspection of documents and observation of the childminder with her own child.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment where sound procedures are in place to effectively promote their welfare. The childminder works very closely with parents to create an inclusive environment and she has a sound understanding of children's individual needs. The childminder has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage and plans a suitable range of activities which cover all the areas of learning. However, procedures for observations and assessments are not yet sufficiently robust. The childminder has some understanding of areas for development and as a result, self evaluation and the scope for continuous improvement are satisfactory.

What steps need to be taken to improve provision further?

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

- develop observations and assessments to link to individual steps within the Early Years Foundation Stage
- develop resources to reflect the diversity of society
- develop documentation, in relation to transporting children

The effectiveness of leadership and management of the early years provision

There are sound arrangements to help safeguard children from harm. The childminder understands her responsibilities to notify the regulator promptly of any

changes within the household to enable necessary suitability checks to be completed. She has introduced the systematic use of written risk assessment procedures to underpin sensible precautions taken to minimise potential hazards to children within the premises or on outings. She maintains clear records of individual children, such as contact and health details, together with parental consent to obtain emergency medical treatment. This helps to underpin the safe management of children's care effectively. The childminder is clear on what child abuse and neglect mean. She understands how to implement her detailed and up-to-date written safeguarding procedures in accordance with current local and national guidance in the event of any child protection concerns or allegation against a household member. Children's artwork, posters and information for parents are on display, which makes the environment welcoming, bright and informative for the children and their families. She provides prospective parents with a useful pack of her current policies and procedures, and completes systematic written agreements with them. Consequently, this helps to ensure a shared understanding of arrangements for children's care. She has systems in place to work with parents to record and share details of any accidents, and instructions for the administration of any medication, to help her to meet children's individual health needs appropriately. However, although all consents are in place, car insurance has not been updated to include business use. The childminder uses informal discussion and written notes to share on-going information with parents about children's experiences and interests. She has worked extremely hard to establish very sound ways of working with other early years settings which children attend, such as, the nursery, in order to promote continuity and consistency in children's care and to ensure that parents are kept well informed. The childminder recognises the need to work with parents and other relevant agencies, such as health professionals, to support the inclusion of any children with identified special educational needs and/or disabilities. The childminder holds a current paediatric first aid certificate. She provides a variety of good quality play resources suited to children's stage of development within the home. She obtains advice from local authority development staff, helping to ensure that she has a sound overview of how to comply with the requirements of the Early Years Foundation Stage in order to meet children's welfare and learning needs. She shows a willingness to make use of relevant on-going local training to build on her existing skills and knowledge. She has started to informally monitor and review her own practice in order to accurately identify existing strengths and priorities for future improvement to enhance the quality of provision for all children.

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

Children enjoy their time with the childminder and are happy to participate in the variety of activities provided. They are confident in her care and look to her for reassurance which she provides with one-to-one time and lots of cuddles. She demonstrates a suitable understanding of the Early Years Foundation Stage which results in most areas of learning being covered appropriately. Positive images of different cultures are included, however, resources and activities to promote children's awareness of diversity and disability are limited. This does not fully support raising children's awareness of various backgrounds. The childminder

knows the children well and has an understanding of their next steps in development. She has introduced daily information sheets, which details activities the children have completed and enjoyed. Children are beginning to learn right from wrong and are starting to take responsibility for their own actions as the childminder implements effective age appropriate behaviour management techniques. They benefit from a flexible routine which includes a balance of child-centred and adult-led activities. A range of books are available for children to look at independently and with the childminder. The childminder sits children on her knee as they look at stories together. This is complemented with various visits to the library. Activities, are linked to everyday events and seasons. For example, children had fun collecting autumn leaves and placing them in a large tray with plastic bugs and spiders. This promotes hand-eye coordination and an understanding of the environment in which they live. A variety of creative activities promote children's self-expression whilst having fun. The childminder clearly plans the experiences the children will participate in, which are appropriate to the needs of the children. She has started to develop individual developmental files and observations are linked broadly to the areas of learning. However, although these are linked to the areas of learning, they do not clearly identify progress and there are no procedures to ensure that next steps in learning are used to inform future planning. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents usually provide their children's meals, however, the childminder does offer some generally healthy light snacks, such as fruit. Children are beginning to understand simple health and hygiene practices, including washing their hands after using the toilet. They do not attend if they are sick which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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:	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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