

Inspection report for early years provision

Unique reference number	EY419219
Inspection date	14/07/2011
Inspector	Julie Morrison
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 2010. She lives with her husband and their adult son in Richmond, North Yorkshire. The childminder is also registered as a foster carer. The family have two pet dogs. The dining room and conservatory on the ground floor and the bathroom on the first floor are used for childminding.

Children have use of a rear garden for outdoor play. The house is accessed by several steps. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years, of whom, 3 may be under five and one may be under one. She is registered to provide overnight care for two children under eight years of age. She is also registered to care for children aged over eight years. The childminder has two children on roll, both of which are in the early years age range. The childminder cares for children on weekdays from 7am to 7pm for 50 weeks of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a clean and well-kept home by the friendly childminder. Although she has not been minding for long, she is beginning to provide a suitable range of activities which cover most areas of learning and support children in making satisfactory progress towards the early learning goals. Sufficient information is gathered from parents at the start to adequately promote children's individual welfare needs. Although the childminder is positive about developing her practice, effective systems for self evaluation have not yet been introduced.

What steps need to be taken to improve provision further?

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

- develop further systems to identify childrens starting points based on information gained from talking to them, their parents and observations
- consider the needs, interests and stages of development of all of the children to plan activities which are appropriate and cover all areas of learning including, providing resources and activities to promote childrens awareness of diversity
- develop the safeguarding policy so that it is line with Local Safeguarding Children Board guidance and procedures
- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder appropriately protects children from harm as she has a clear understanding of safeguarding procedures. She has attended relevant training and recognises the possible signs and symptoms of abuse, including procedures to follow if she had a concern about a child. This is supported with a written safeguarding children policy, however, this is not in line with Local Safeguarding Children's Board guidance and procedures to further safeguard children. A clear record of risk assessment for the home and outings is in place. This is combined with daily checks and appropriate safety procedures and equipment such as locking external doors, using stair gates and close supervision of children. This ensures that children are appropriately safeguarded in the childminder's care. The childminder holds a current first aid certificate and has requested consent from parents to obtain emergency medical treatment. This means she could respond quickly and appropriately to any accidents.

The childminder is beginning to consider ways of improving her practice, for example, she is accessing further training and discusses practice with other childminders. However, effective systems for self-evaluation procedures have not been established to further support outcomes for children. Children move around the childminder's home confidently and access independently from a wide range of resources. This supports their independence and encourages them to make choices about their play.

Suitable procedures are in place to work with parents. They receive copies of the childminder's policies and procedures at the start and important information such as her certificate of registration and the evacuation procedure are clearly displayed. This helps to keep parents informed about the setting. The childminder gathers sufficient information from parents at the start to appropriately meet children's welfare needs. She keeps parents up-to-date about their child's learning and care through verbal feedback and sharing observations of the children's learning. No children currently attend any other settings, however, the childminder has a suitable understanding of the importance of sharing information should she need to.

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

Children are making satisfactory progress in their learning and development because the childminder provides an appropriate range of activities which cover most areas of learning. The childminder has a daily flexible routine and weekly planning in place. However, her understanding of the learning and development requirements is limited and as a result, planning is not always appropriate to children's individual stages of development. Basic observations of the children are in place, however, these are not linked to the areas of learning and the

childminder has not established procedures to gather information about their starting points. This makes it difficult to see the progress children are making. Nevertheless, the childminder is beginning to get to know the children and is committed to supporting their learning. For example, she engages appropriately with them as they play. She sits on the floor with them and supports them by repeating words and counting how many cups they have and naming the colours. This appropriately supports children's learning.

Although children have not been attending for long, they are beginning to settle in well with the childminder. They move around the space confidently and choose whether they play indoors or out. The childminder provides a wide range of arts and crafts activities, for example, gluing, sticking and painting. This supports them in beginning to develop their basic hand to eye co-ordination skills whilst having fun. Children's communication skills are developing as the childminder talks to them constantly and they are beginning to show an interest in books, selecting them independently to look at. Children are developing their problem solving skills as they play with shape sorters and fit building blocks together. A suitable range of press button and programmable toys, helps children to begin to develop skills for the future. However, children have limited opportunities to develop a sensitive awareness of difference and diversity through resources or activities. This does not support progress in all areas of learning.

The childminder provides children with regular opportunities to be physical. They play in the garden, on slides, in the sand pit and go for walks to the park. Children's health is further promoted through home cooked meals and daily routines, such as washing hands before meals and after messy play. All relevant documentation with regard to health, including procedures to record accidents and medication, and consent forms are in place and up to date. These positively safeguard children's well-being. Children have suitable procedures to learn about keeping themselves safe. For example, they discuss road safety and practice fire drills. The childminder uses appropriate strategies for managing behaviour, she encourages children to share and gives regular praise and encouragement. This helps to develop confidence and self-esteem.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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