

Inspection report for early years provision

Unique reference number	401358
Inspection date	27/03/2012
Inspector	Lindsey Pollock

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 was registered in 1996. She lives in Goldsborough, near Knaresborough with her husband, her adult son and her 11-year-old daughter. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play. The family have a dog and cats.

The childminder is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll in this age group. She also provides care for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder welcomes all children and their families into her home and is warm and friendly. Children are settled in her care. The childminder offers them appropriate learning experiences, but is not effectively using systems for observation and assessment to clearly identify next steps in their learning. Children's individuality is valued and respected. Satisfactory partnerships with parents are in place and the childminder shares information regarding children's care with them. Evaluation systems are not yet helping the childminder to identify areas for improvement. However, she demonstrates a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- use the Practice Guidance for the Early Years Foundation Stage to help observe, plan and assess activities with children based on their individual development and needs
- develop the use of evaluation processes to help identify areas for improvement and development
- develop systems for sharing information about children's learning and development with other providers of the Early Years Foundation Stage
- record risk assessments connected with outings and review these at regular intervals.

The effectiveness of leadership and management of the early years provision

Checks have been completed on all household members to ensure they are suitable to be in regular contact with children. This childminder has completed a

recent safeguarding training course. She recognises the indicators and signs of child abuse and has information about what to do should she have concerns about a child. She has a current paediatric first aid certificate to ensure she can take the appropriate action should an incident occur. The childminder checks her home for possible dangers and takes steps to reduce these, such as, ensuring children cannot access harmful substances. A record is kept of aspects of the environment that need to be checked on a regular basis. The childminder makes sure children are safe when off the premises; however, she does not keep a record of the potential risks to children associated with outings. Procedures are in place to gather and record information in order to meet children's individual care needs, such as, children's personal details, parent's contact details and permission to seek emergency medical advice and treatment. Documentation is in place to record details of accidents and of any administered medication.

The childminder monitors her practice and makes changes where necessary. She has successfully addressed the recommendations made at her last inspection and these have a positive impact on her role as a childminder. For example, she has improved her knowledge regarding child protection procedures to help safeguard children. However, she is not fully using evaluation processes to help her clearly identify and prioritise areas for development. The childminder has a positive attitude to ensuring children's individual cultural needs are respected and met. She welcomes all children into her home and treats them with equal respect. Resources are plentiful and of good quality.

Partnerships with parents are relaxed and friendly. Information is shared verbally on a daily basis so that children's needs are met. The childminder respects parents' wishes for their child's care and ensures she abides by these. The childminder cares for a child who attends reception class in school; however, she is not fully sharing information to ensure there is continuity in children's learning.

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

Children are happy and settled in the care of the childminder. The childminder interacts well with them and attachments have clearly been made. This helps the children to feel valued and safe. The childminder knows the children well. She has a sound knowledge of how children learn and develop and plans a satisfactory range of activities to promote this. However, she does not use the Practice Guidance for the Early Years Foundation Stage to help her observe, plan and assess activities with children based on their individual development and needs. Consequently, she is not always fully aware of the next steps for individual children's learning to help them progress as much as possible towards the early learning goals.

Children are becoming increasingly confident and sociable. They show an interest in letter sounds as they type their name on the laptop. Their independence is developing and they are able to put on their own coats and shoes without help. They enjoy numbers and count to ten and beyond with the childminder. The childminder reminds children about safe practices, such as, road safety. As a

result, they are gaining an awareness of how to keep themselves safe. Access to materials such as paint, glue and glitter, promotes children's creativity and sensory development. They have fun decorating biscuits for Valentine's Day and painting flowers for Mother's Day. They understand the importance of following simple personal hygiene practices, such as, washing their hands after using the toilet. They use paper towels which help to reduce the spread of germs. Pictorial prompts are displayed to remind them should they forget. Behaviour is good and children are polite and friendly.

Cleanliness throughout the childminder's home is maintained to a good standard. Satisfactory arrangements are made to enable children to benefit from the fresh air as they walk to and from school and occasionally play in the park. The childminder liaises with parents in order to meet children's individual dietary requirements and provides healthy, nutritious meals and snacks. Children enjoy freshly cooked meals, such as, pasta bolognese and help to make a fresh fruit salad. This helps to raise children's awareness of what foods are good for them. Drinks are close to hand so that children can reach these themselves when they are thirsty.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met