

Inspection report for early years provision

Unique reference number	314293
Inspection date	26/09/2011
Inspector	Jackie Phillips
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1997. She lives with her family in Everthorpe, a village in the East Riding of Yorkshire. The whole of the ground floor of the property and the first floor bathroom is used for childminding. There is an enclosed front garden for children to access outdoor play. Children do not use the rear garden but are taken for walks and outings to parks and places of interest within the local community. The family have three dogs and two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range, including one child under one. Currently there are nine children on roll; of these, one child is within the early years age group.

The childminder is a member of the National Childminding Association. She holds a level 4 qualification in Childcare and Education and is currently working towards an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and benefit by being engaged in a wide variety of interesting activities. In the main, effective systems are in place to keep them safe and healthy. The childminder values positive partnership working, particularly with parents. All required policies and procedures are in place although a legal requirement relating to records of risk assessment is currently only partially met. The childminder demonstrates a highly positive approach towards continual improvement, especially with regard to developing her professional knowledge.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 14/10/2011

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

- encourage parents and children to contribute more effectively to the diagnosis of the setting's strengths and weaknesses
- improve the outdoor learning environment for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, family environment. The childminder knows the action to take if any concerns are raised about a child's welfare or well-being. This is because she has attended appropriate safeguarding training and is well aware of her responsibility to protect children from harm. She places safety at the heart of her work. For example, making sure all adults who live in the house are appropriately checked to confirm they are suitable to be in close contact with children. She risk assesses her provision, in particular making regular checks to areas children predominantly use. Currently records do not show when information will be reviewed to maintain continued effectiveness. This is a breach of a specific legal welfare requirement.

Since the last inspection the childminder has made some positive improvements. For example, she has improved her childcare qualification level and made sure her first aid certificate remains valid. She has developed her knowledge and understanding of the Early Years Foundation Stage, by attending a diverse range of training courses across many subject areas. She is currently studying two courses at degree level, one of which is focussed on Early Years education. Space is used well and children use an area at the rear of the setting where the majority of the broad range of toys and equipment are stored. Children take part in activities which help them understand the society in which they live.

Through self-reflection the childminder has an accurate diagnosis of the strengths and weaknesses of the provision. In the past she has sought the opinions of parents. However the opportunity for parents and children to be regularly involved in the evaluation of the effectiveness of the setting is an area currently under developed. Her drive, ambition and commitment towards training and professional development are positive contributors to future improvement of the provision and outcomes for children.

Parents are able to exchange information about their children to enable the childminder to meet their individual requirements. They are kept very well informed and involved, particularly by written accounts placed in diaries which they are positively encouraged to use to transfer information relating to the specific needs of their child. The childminder does not currently care for any children who attend other early years provision. However, she has good experience of working alongside partners and is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care.

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

Children are happy, settled and broadly content. They are not too upset when visitors are present because they know they are safe and secure. They know where to find the toys and equipment they wish to use and are well supported to develop a sense of belonging. For example, they are given a designated place to

hang their coats and know that special construction models they make are attractively displayed for everyone to appreciate. The majority of resources are provided at child height, helping children make independent choices and decisions. Well-displayed pictures and posters help to make the setting conducive to learning. The front garden used by children is an area for improvement to match learning experiences available indoors. Children are encouraged to take some responsibility for their own safety. For example, all children are involved in practising the setting's emergency evacuation procedure and older children are reminded about keeping the playroom area tidy and free from hazards.

Children make good progress towards the early learning goals because they regularly access a wide and interesting range of activities and experiences. For example, they learn about their local community through trips and outings and attend play groups where they socialise with other children. They use local amenities, such as shops, parks and libraries, and take part in themed and focussed activities helping them understand the society in which they live. For example, learning experiences are organised to raise children's awareness of different faiths, cultural beliefs and celebrations such as Eid, Diwali, Christmas and Easter. They are very well supported to understand about caring for their environment. For instance, learning to recycle paper, cardboard and food waste. Children's progress is regularly observed and evaluated and individual learning needs identified. This guides the childminder's planning and helps her provide a good balance of learning events that she leads or which is initiated by children. Written accounts, well supported by photographs and examples of work, are presented in an individual file available for parents to keep providing them with a valuable account of their child's learning journey.

Meals and snacks are provided by parents but the childminder ensures children can have independent access to drinks of milk or water to prevent them becoming thirsty or dehydrated. Children are taught about hand washing as a preventative measure to cross infection. Young children, including babies are active, curious and inquisitive learners. They explore their surroundings and show great delight when they respond to adult requests to show 'how big' they are or to 'clap hands' and wave goodbye. They are introduced to books from an early age and resources for them to make marks. Many toys are provided that require action to make it work, such as turning a knob or pushing a button. This helps develop skills needed for the future relating to the use of everyday information and communication technology. Treasure baskets, peg boards, shape sorters and puzzles help young children develop hand and eye co-ordination and solve simple problems. Overall, children are well equipped with the skills they require in order to secure future learning.

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

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

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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