

Inspection report for early years provision

Unique reference number EY373471
Inspection date 27/01/2009
Inspector Christine Snowdon

Type of setting Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. The family live in Sherburn-in-Elmet and there are two teenage children in the household. The whole of the ground floor and first floor bathroom are used for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is currently minding five children on the Early Years Register and one child on the Childcare Register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children feel secure and content through the close and warm relationship they have with the childminder. She provides a welcoming and inclusive service for all children along with an appropriate range of activities that builds on their individual interests. The childminder has begun to gather documentation with regards to children's learning and development. She has most of the required policies and procedures in place which are used well to support her practice. Various training courses have been completed to extend her own knowledge and skills, but there is no system in place yet to evaluate her practice. The strong partnerships with the parents and other professionals contribute effectively to the childminder's sound knowledge of the children's individual care and development needs.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to see and use labelling in the setting
- develop systems to observe, assess and plan for children's next steps in learning
- develop understanding of self evaluation to further reflect on current practice and promote continuous improvement.

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

- ensure written risk assessments are place, conducted regularly and recorded, covering the premises and all visits and outings (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 10/02/2009
- ensure the safeguarding children policy includes procedures to be followed in the event of an allegation being made against the provider or family members (Safeguarding and welfare) (also applies to both parts 10/02/2009

of the Childcare Register).

The leadership and management of the early years provision

The childminder has a good range of written policies and procedures in place. Copies are given to parents and they sign to acknowledge they have read and understood them. The individual settling-in arrangements are effective in supporting new children into the provision. As a result, children settle quickly and develop positive relationships with the childminder and other children. The childminder is effective in providing an inclusive service where all children are welcome and they learn to respect one another's differing needs. She works closely with the parents to ensure all necessary information regarding children's care and welfare is shared and recorded in their daily diaries. In addition, each child has a learning and development book which parents are able to access. However, this information tends to reflect on the routines and activities the children take part in, rather than their progress and development. The lack of assessments and planning for individual children's next steps in learning impacts on their progress towards the early learning goals.

The childminder recognises potential risks to children and has minimised these well within the home. However, there are no recorded risk assessments for the premises or the varied outings that she undertakes with the children. This is a breach of regulations as there is no record of ongoing safety being checked. A suitable range of equipment and resources is available to support children's learning and successfully promote their independence and free choice. The childminder has attended safeguarding training so is aware of her responsibility to protect the children in her care. Whilst she has a written policy and relevant contact details, it does not include what procedures she would follow in the event of an allegation being made against herself or a family member. This means that the safeguarding policy is incomplete and therefore not fully understood by parents. The childminder demonstrates a positive approach to developing her own knowledge and skills and has attended various training sessions since her registration. As a way of evaluating her own practice she talks to the parents regularly to confirm their satisfaction with the service she provides. However, this is not fully effective as the current weaknesses have not been identified and addressed.

The quality and standards of the early years provision

Children are happy, settled and relaxed in the homely and welcoming environment. They experience a range of activities both inside and outside the childminder's home which supports their all-round development and learning. Children benefit from the childminder's caring and supportive approach and they respond warmly to her. For example, very young children enjoy being lifted up and cuddled. Others snuggle up closely as she reads them a story. Children are developing a keen interest in books and they talk eagerly about their favourite one, which is 'We are going on a bear hunt', and they act out the story. They stamp around the room

saying they are squelching through the mud and the tall grass. They laugh and get excited as they pretend to see a bear and find somewhere to hide. The childminder knows the children's own interests and builds on this to encourage their play and learning well. For example, they line up all the cars on the play mat and they count three cars when the childminder asks them how many there are. Children recognise the colours of the cars and the childminder sounds out the phonics of the word 'police' which is written on one of the vehicles, then talks to them about how police help people. They enjoy colouring in the animal pictures and have good pencil control as they colour in carefully between the lines. Children point to the words written at the top of the colouring sheet and the childminder reads the words, 'rhino' and 'hippo'. However, as there are very few labels displayed around the setting, opportunities for children to become familiar with written words and numbers are limited. Children's behaviour is good and they are learning to play cooperatively together. The childminder reminds them in a sensitive manner that they must share and take turns with the resources. They receive positive praise and encouragement when they do so.

Toddlers have good opportunities to develop their physical skills as they move from a sitting position onto their tummies and roll around on the rug. They stretch out and pick up the various toys and examine them closely before putting them up to their mouths. They hold out their hands and stretch up to a standing position holding onto the childminder's hands. The childminder ensures they have regular changes in position and they enjoy spending time in the baby walker and high chair. All children benefit from being outdoors and having fresh air and exercise on a regular basis. They walk up to school and nursery and often visit the park where they climb, balance and swing on the fixed apparatus.

The premises are clean and the childminder follows appropriate hygiene routines that keep children healthy. They enjoy and benefit from a range of snacks and freshly prepared meals which are healthy and nutritious. Close supervision and secure premises ensure children are unable to leave unsupervised. The childminder helps children to learn how to evacuate the premises should there be an emergency by practising fire drills on a regular basis. On journeys to nursery younger children travel in the double pushchair and wrist straps are used for walking children to ensure their safety.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 10/02/2009
- take action as specified in the early years section of the report (CR2). 10/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 10/02/2009
- take action as specified in the early years section of the report (CR2). 10/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.