

## Inspection report for early years provision

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<b>Unique reference number</b>	EY383703
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Katy Elizabeth Wynn
<b>Type of setting</b>	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. She lives with her partner and four children aged fifteen, twelve, nine and two years, in Huntington which is an area of North Yorkshire. The children have access to the sitting room, kitchen and toilet facilities on the ground floor. There is a fully enclosed rear garden for outdoor play. The family have a pet rabbit, a cat and guinea pig.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of five children under eight years at any one time. There are currently three children on roll, three of whom are within the early years age range. The childminder walks to the local Schools and nurseries to take and collect children. She attends the local carer and toddler club regularly.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy, settled and secure in the childminder's care. The childminder has basic knowledge and understanding of the Early Years Foundation Stage framework (EYFS), however she has recognised through self evaluation that this is an area that needs to be developed. The childminder is in the early stages of developing children's profiles although observations and photographs show children are making satisfactory progress in all areas of learning. The childminder fosters close working relationships with parents and other providers which benefits children's care and education.

## **What steps need to be taken to improve provision further?**

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

- improve knowledge and understanding of the Early Years Foundation Stage framework including the early learning goals to ensure children are provided with an appropriate range of activities to support their development in all areas according to their individual capabilities and starting points
- continue to develop systems to help identify progress and plan individual learning priorities.

## **The leadership and management of the early years provision**

The childminder has organised her documentation well and maintains clear and up to date records regarding children's welfare. Parents are well informed about the care their child receives. They receive a welcome pack which includes details of the service provided and the policies and procedures which underpin their care. Daily discussions keep parents up to date with their child's daily activities, routines and well being. Arrangements for gathering and sharing information about children's learning and level of development are in the early stages of being developed.

Effective settling-in arrangements are agreed with parents and contribute towards children becoming confident and comfortable with the childminder.

Children are kept very safe whilst at the childminder's home. The childminder carries out regular risk assessments inside and outside the home. She ensures that all documentation and consents are in place to enable her to respond appropriately, for example she knows children's individual medical needs and contact details. She helps them to learn about keeping themselves safe, for example when on outings. They are further protected as she has a secure understanding of the child protection procedures and has up to date guidance to refer to in the event of having a concern. The childminder is beginning to use the EYFS documents, but as yet is not familiar with the learning and development requirements. She has given thought to evaluating her provision and is aware of the key areas for development.

## **The quality and standards of the early years provision**

The welfare of children in the EYFS is promoted very well. Good hygiene routines are followed and the health of children is promoted effectively. Separate hand towels are used by children to help prevent the spread of any infections and children rest according to their individual needs. The childminder provides healthy and nutritious snacks; they receive fresh fruit and vegetables each day, such as fresh fruit, vegetable sticks and cheese. Children enjoy regular baking sessions and they learn about good and unhealthy foods through discussion. Children's health benefits from fresh air and exercise on daily outings. For instance, they walk daily to school, visit parks and play in the childminder's garden. Effective practices are employed to ensure that children learn how to keep themselves safe. They learn about fire safety as they practice the fire drill. She also teaches children each day about road safety.

The children make satisfactory progress in their learning and development. Observations of children's achievements are beginning to be introduced, although they are not clearly linked to the early learning goals. The childminder has started to identify how she can plan the next steps in children's learning however her limited knowledge of the EYFS framework sometimes hinders her planning of activities and it is not clear if all areas of learning are being fully developed. The childminder gathers information from parents before children begin, this helps her to be able to progress children's development as soon as they start, it also ensures that she is aware of and able to plan for their individual interests. Plans are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For example, older children are given a camera to use when they wish to take pictures of things that interest them. The children use the camera at other settings and at home. The childminder uses the pictures to assist her in planning further activities that interest them or re visit activities or places of interest.

The children are happy and benefit from the positive relationships with their childminder who provides them with lots of smiles, words of encouragement and

cuddles. They enjoy their play and are able to choose what they want to do. They can freely access some resources at their height. Children's imagination is developing as they act out real life scenarios with the construction tools and workbench. Creativity is greatly valued, children express themselves through many means, including painting. They express their individuality as they decorate Easter baskets. Children learn about the world around them. Through celebrating faiths and cultures from around the world, they learn to value and respect the ways of others. For example, they eat Chinese food with chopsticks to celebrate the Chinese New Year. Children's knowledge and understanding of nature is developing well as they spend time in the garden observing insects and growing vegetables.

Children are well-behaved and they are learning how to share and take turns. Children can use the 'Worry Bear' if they are upset or concerned about something, for example, when the children hold the 'Worry Bear' they have opportunities to talk about anything that upsets them. Children are developing a strong sense of belonging at the setting, as they hang their coats on their individual coat pegs and observe their art work displayed at the setting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 registration.

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.