

Inspection report for early years provision

Unique reference number	EY371167
Inspection date	12/05/2009
Inspector	Rosemary Beyer
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 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 family in a semi-detached house in the Clifton area of York, in North Yorkshire. She is registered to care for five children in total at any one time, of whom two may be in the early years age group. She is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in total. The childminder provides care all year round and some weekend care is available.

Children have the use of the whole of the ground floor of the house and the bathroom on the first floor. They also visit the local park, and walk to shops, schools, playgroups and the nearby river. The family has a pet dog. The childminder is a member of the National Childminding Association, and receives information and training from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has only recently resumed childminding after maternity leave so has little experience of working with the Early Years Foundation Stage at this time. She does however promote the children's welfare effectively ensuring they are safe and secure, and meets their individual care needs. They are happily engaged in the activities available, although limited planning and assessment means the childminder cannot at this stage monitor their development very effectively. There is a close working relationship with parents, and they are kept informed of all areas of their children's care, but have little information about their learning. The childminder has started to evaluate her practice and areas for improvement, such as use of the garden for children to have fresh air each day and opportunities to develop their physical skills.

What steps need to be taken to improve provision further?

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

- develop a process of monitoring and assessment to ensure the children are making good progress in all areas of learning
- develop opportunities for children to have fresh air and activity to promote their physical skills and well-being.

The leadership and management of the early years provision

The childminder's home is sufficiently well organised for the children to have opportunities to develop independence in selecting resources. The flexible routine allows them to experience activities both on the premises and in the wider community through visits to the local shops, parks and children's groups. Overall,

records, policies and procedures are used effectively to promote the welfare of the children, although their development is not yet monitored sufficiently to ensure they are making good progress.

All parents are made welcome and the policies and procedures are made available to them. These are well written and comprehensive giving parents a clear understanding of the childminder's responsibilities. They receive good information about their children's care, with comprehensive daily diaries and verbal feedback and some information about the activities they have enjoyed. Good recording of accidents and medication is also maintained.

The childminder has a written equal opportunities policy in place to promote the inclusion of all children and the support of their individual needs. Although no children with English as an additional language are cared for at present, the childminder is aware of her responsibility to meet the needs of all children and to raise their awareness of diversity while increasing their knowledge of the wider world.

The childminder has started to monitor and evaluate her practice, and has some plans for future development of her provision, including use of the garden to provide opportunities for the children to develop their physical skills and have fresh air each day. She is also planning to develop her knowledge of the Early Years Foundation Stage to enable her to support the children's development and learning more effectively.

The quality and standards of the early years provision

The childminder uses every opportunity to help children develop their use of number, such as counting silver cars seen on the way to and from school and when counting beakers or plates at home. They also help to put items in the shopping basket when visiting the supermarket. These visits are also used to promote the children's understanding of healthy living, with discussions of fruit and vegetables provided for snack time. The childminder displays a menu for parents to see and takes account of any special dietary needs or wishes they may have. Drinks are available at all times for children to help themselves.

Good hygiene practice has been developed to prevent the spread of infections. Children learn to cover their mouths when coughing and to wash their hands before food and after personal care. They know they must also wash their hands after touching the dog. At present the dog has free access to all the garden so children do not use it, however part of the continuous improvement plan is to divide the garden to provide a separate area for the dog.

The children are very sociable, playing happily together and taking turns in their games. Older children are also very supportive of the younger ones, helping with toys if they have difficulty. They understand the house rules and expectations the childminder has for their behaviour, becoming polite considerate children. All children are welcome in the childminder's home, whatever their individual needs and she ensures these can be met by good communication with parents. She is

also starting to develop relationships with other providers in the area, such as playgroups and other childminders. She has contact details for different agencies should she needs advice or assistance meeting the children's needs. No children with learning difficulties or disabilities, or with English as an additional language are cared for at present.

Children's safety needs are met well. The childminder has completed risk assessments for the setting, and daily checks ensure the premises are safe for the children. Safety equipment is in place to minimise risks and the children practise fire evacuations to help them avoid dangerous situations. They also learn to look after themselves when off the premises by implementing good road safety procedures.

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?	2

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?	2
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

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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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