

Inspection report for early years provision

Unique reference number	400899
Inspection date	30/04/2009
Inspector	Sandra Elizabeth Williams
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 has been registered since 1994 and is registered on the Early Years Register and both parts of the Childcare Register. She lives with her husband and three children aged 23, 20 and 11 years in a single storey property in the rural village of Ingleton in North Yorkshire. Children have access to a play room, lounge, dining kitchen, hallway and toilet. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time. She also cares for children over eight years of age. There are currently 14 children on roll who attend on a part time basis. She supports children with learning difficulties.

The childminder is a member of the National Childminders Association and attends various local groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder ensures that children are happy in the setting and enjoy a wide choice of activities. Children's unique qualities are taken into account, and all children are encouraged to participate in activities that are linked to their individual interests and abilities. Children are making sound progress in their learning, as the childminder has implemented the Early Years Foundation Stage. She works closely with parents and has established close links with other settings. She has most of the required documentation in place, however, there are some weakness in this area. She has begun to evaluate her practice and is able to identify her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- further develop the systems for assessing children's progress, by involving parents more when gathering information about their starting points. Also by using information from observations to inform future planning for individual children in order to move them on to the next steps in their learning.

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

- complete a record of the risk assessment of the premises and outings, clearly stating when it was carried out, by whom and the date of review.
(Documentation) (also applies to both parts of the Childcare Register)

14/05/2009

The leadership and management of the early years provision

The childminder is warm and welcoming and demonstrates an inclusive, anti-discriminatory approach to her business. A particular strength of the setting is the childminder's ability to adapt activities to ensure all children can participate, regardless of their individual needs. Parents are valued and their wishes respected. Regular verbal communication and record keeping, ensure that there is a satisfactory exchange of information between the childminder and the parents. The childminder seeks feedback from parents in the form of questionnaires as well as the daily discussions that take place.

Children are safeguarded as the childminder has a satisfactory understanding of protecting children. She has made the environment safe and secure for children, however, there are currently no written records of risk assessments for the premises or for outings. Most of the required documents are in place to promote children's welfare apart from those mentioned above and a complaints policy.

The childminder has an appropriate understanding of the strengths of her service and of the areas for further development. She shows a commitment to continuous improvement as she undertakes many training courses in order to keep up to date with current practices. She has also ensured that the two recommendations raised at the last inspection have been met.

The quality and standards of the early years provision

The childminder is developing a secure understanding of the Early Years Foundation Stage and is in the early stages of using observation and assessment to plan for children's learning needs. The childminder works closely with parents and obtains important information from them when children first start to attend. However, this does not yet include information regarding their learning capabilities and starting points in order to inform the initial assessments. The childminder has begun to make some observations in writing, but the system has not yet been fully developed to ensure that the information gathered is used to plan for children's next steps in their learning.

Children enjoy a wide range of interesting and stimulating activities throughout the day. They are taken to children's groups regularly to socialise with other children which helps to develop their social skills and confidence. They enjoy visiting the library to choose books to read with the childminder. For children who speak English as an additional language, the childminder orders books in the children's second language, thus promoting both languages. Children are encouraged to develop mark making skills and creativity as they choose from a good range of pencils, crayons and paints. They also enjoy music sessions at the play group where they play together with the various musical instruments.

Children learn about numeracy and problem-solving as they count objects and complete jigsaw puzzles that provide them with appropriate challenge. Children enjoy playing games, such as picture dominos and are able to identify and match

pictures of animals and different colours. Children enjoy exploring different substances, such as shaving foam and play dough. They use their senses to smell and touch the substances and talk about their experiences. They develop their fine motor skills as they use rollers and cutters to make shapes with the play dough. Children gain knowledge and understanding of the world as they play with multicultural equipment, look at maps displayed on the walls and have access to books and the computer. They also enjoy tasting food from different countries such as Italian and Indian food. They learn about living things as they plant seeds and watch them grow when they water them.

Children have a healthy lifestyle as the childminder offers nutritious food, and encourages the children to eat fruit, such as Kiwis and melons. She also encourages them to drink regularly throughout the day. The children have daily opportunities to enjoy physical activity in the well equipped garden and in the local park. Children also learn to keep themselves safe as the childminder explains about road safety and they wear fluorescent jackets in the dark. Children learn good manners and make a positive contribution as they learn to share and be kind to children that are less able than themselves.

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?	2
The capacity of the provision to maintain continuous improvement.	2

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?	2
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?	2
How well are children helped to enjoy and achieve?	3
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?	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 (CR5.4) 14/05/2009
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (CR7.1) (also applies to the voluntary part of the Childcare Register) 14/05/2009

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 (CR5.4) 14/05/2009
- take action as specified in the compulsory part of the Childcare Register (CR7.1) 14/05/2009