

## Inspection report for early years provision

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<b>Unique reference number</b>	EY249248
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Diane Lynn Turner
<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 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 January 2003. She lives with her husband and two children aged five-years-old and 18 months in a town house on the outskirts of York. There are shops, parks, childcare groups and schools within walking distance of the house. The whole of the ground floor of the childminder's home is used for childminding, with toilet facilities situated on the first floor. There is an enclosed garden at the rear of the house for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children at any one time and there are currently two on roll, both of whom are within the early years age group. They attend on a part time basis.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in a warm and welcoming environment where they are offered a good range of activities both inside and outside the home. These support their learning and development well. Positive relationships are promoted with the parents and carers which ensures effective sharing of information, to meet children's individual needs. Most of the required documentation is in place and there are some systems to help the childminder in evaluating her provision, however, these are not yet fully developed.

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

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

- ensure the assessment arrangements are used effectively to plan for the next steps in the children's developmental progress
- develop the system for self-assessment to ensure continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes.

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

08/06/2009

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

Children are kept safe in the childminder's care. Her home is well maintained and she has devised a clear plan that she would follow in an emergency. This includes useful contact numbers and is displayed in the kitchen alongside her first aid box, for ease of access. She checks all areas used by the children each day and makes effective use of safety equipment to minimise any risks to their safety. She does not, however, keep a written record of her assessments, which is a welfare requirement. The childminder provides a flexible routine which enables children to experience a good range of activities both in the home and in the local environment, giving them valuable opportunities to learn in different ways. She has a particularly good range of outdoor toys and these take into account the different ages that may attend. For example, there is a full sized trampoline for the older ones and a smaller one for the youngest children.

The childminder has systems in place to record the children's progress in their learning and development. She takes photographs as they take part in the planned activities and makes written observations of their responses to these. Her observations clearly show how the activity supports the different areas of learning, and she uses the practice guidance for the Early Years Foundation Stage, to ensure the children are progressing according to their age and stage of development. However, she does not use her observations to help her in planning the next steps in their learning.

Good relationships are developed with the parents and carers. Pre-placement visits are encouraged before the children start, when they are able to discuss their child's individual needs, routines and interests with the childminder, and how these can be met. Individual daily diaries are provided for the youngest children, to ensure parents are kept fully informed of their day. The childminder has successfully addressed the recommendations raised at the last inspection and has identified some improvements she would like to make in the future, however, she does not have a formal self-evaluation process in place to ensure continuous improvement.

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

The childminder has a good understanding of how the children learn and how they can be supported in making good progress towards the early learning goals. She provides a good range of practical experiences both inside and outside the home, which maintain their interest well. For example, photographs show them visiting various museums to learn about how children lived in Victorian times. As part of this they were able to experience dressing up in clothes and playing with toys from the era. They are keen to look at the photographs and excitedly recall the experience. For example, one child commented how difficult it was to walk in the 'Hooped' petticoat and long dresses without tripping over.

The childminder gives high priority to ensuring children have lots of opportunities to enjoy fresh air and to take part in physical activities. Playing out in the garden is

a big part of the children's day and they relish being in the area. The childminder encourages the youngest ones who are not yet fully mobile to develop their skills in walking and the older ones show they have developed good control of their bodies as they use equipment, such as the trampoline and the 'hoppers'. They laugh with delight as they play games of hide and seek together and they welcome the childminder's involvement in their play. She makes good use of the opportunity to encourage them to use and practise their counting skills.

The children enjoy regular opportunities to take part in baking activities when they learn to operate equipment, such as the electric whisk and to develop good hand-eye co-ordination as they fill the bun cases with mixture. They also learn about the importance of tidying away when they have finished. The children are supported well by the childminder in learning to manage their own personal care and safety. For example, they understand the importance of washing their hands after using the toilet and are keen to tell the childminder they have remembered to use soap. They understand about crossing the road safely and confidently relate how they stop at the kerb and use the pedestrian crossing, waiting for the 'Green man' to appear so they know it is safe to cross. The children behave well and the older ones show a kind and caring approach towards the younger ones.

## 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>	3
How well does the provision promote inclusive practice?	3
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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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

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## 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) 08/06/2009
- devise a written statement of the procedures to be followed for the protection of children (CR2) (also applies to the voluntary part of the Childcare Register) 08/06/2009
- devise a written statement of the procedures to be followed in relation to any complaints that may be received from parents (CR7) (also applies to the voluntary part of the Childcare Register). 08/06/2009

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) 08/06/2009
- take action as specified in the Compulsory part of the childcare register section of the report (CR2) 08/06/2009
- take action as specified in the Compulsory part of the childcare register section of the report (CR7). 08/06/2009