

Inspection report for early years provision

Unique reference number	313359
Inspection date	19/08/2009
Inspector	Margaret Bryant

Type of setting	Childminder
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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 1997. She lives in the east of the city of Hull with her husband and three children, aged 19 years, 14 and two years. She is registered to care for a total of five children under eight years, two of whom may be in the early years age range (Early Years Register, compulsory part of the Childcare Register). She also may provide overnight care for no more than two children under eight years, and of these, not more than one may be under one year at any one time (Early Years Register, compulsory part of the Childcare Register). She also works with her husband who is her co-childminder and when working together they may care for a maximum of ten children.

The whole of the ground floor is used for childminding with upstairs accessed during the daytime for use of the bathroom only. Outdoors to the rear is a fully enclosed garden for outdoor play and to which children have direct access. Currently there are 13 children on roll, six of whom are in the early years age range. The childminder fully supports families and their children for whom English is not their first language.

She holds a CACHE level 3 qualification in Home Based Childcare and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works hard to provide a happy and fully inclusive environment where all children feel very happy and have a sense of belonging. She recognises children's uniqueness as individuals and is pro-active in supporting those children and their parents for whom English is not their first language. She identifies together with her co-childminder, a suitable understanding of the settings strengths and weaknesses and areas for improvement with timescales. Documentation is in place as required, she demonstrates a firm commitment to ongoing training and most aspects of safety are considered well.

What steps need to be taken to improve provision further?

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

- further develop the use of observation and assessments which are dated to further promote children's learning across all six areas; use these to clearly identify children's next steps of learning
- develop risk assessments to ensure suitable measures are in place to safeguard children; include open windows without restraint above ground floor level and arrangements for children who stay overnight.

The leadership and management of the early years provision

The childminder is very focused in ensuring that all children feel happy and includes their interests in her planning. There is lots of continuous provision and children freely enjoy and access a wide range of resources and equipment, both indoors and outdoors. The childminder attends relevant training in Food Safety, Safeguarding and about the Early Years Foundation Stage. She ensures her first aid certificate does not expire and displays all certificates for parents information. She is also enrolled on the Childcare Foundation degree starting later this year. Parents are highly valued and included in all aspects of their children's care and learning and are welcome on outings. They are extremely well supported and those who do not speak English are given help to make sure they feel fully included. Their views are sought both verbally and through questionnaires, not only about what they are happy with but where they feel improvements can be made. Children also complete questionnaires. Older children help the youngest children by writing their thoughts and ideas down for them.

Children's starting points are gathered from parents and her own initial assessment determines where appropriate learning can begin. She plans for individual children across all six areas of learning using mainly her knowledge about them and some written observations, to inform planning. She also consults the guidance to the Early Years Framework in helping her determine their next stages. She clearly knows all children well and is clear about their progress. However, as much information is undated in children's files, their progress towards the early learning goals is not clearly evident. Systems in place, however, do monitor that all areas are covered once a term and parents receive information in private, about their children's progress, once a term.

The childminder works very closely with her co-childminder and they show a common sense of purpose as they clearly identify areas for continuous improvement. The recommendations from her last inspection have been addressed and she strives hard to establish contact with other services who care for minded children. The premises are carefully checked before children arrive and ongoing risk assessments identify most potential hazards. However, these do not include open windows without restraint in the bathroom and arrangements for fully safeguarding children who stay overnight. The maintenance of records is of an acceptable standard and all confidential records are safely locked away. She fully understands her duty to safeguard children and the policy in place is effective.

The quality and standards of the early years provision

Children are helped to understand about keeping safe as they freely and independently go between the indoor and outdoor areas. They are reminded about behaving in ways that are safe for themselves and others. They are also gently reminded about being careful as they excitedly explore the many resources. Children are helped to develop confidence as they play, be independent and take risks. Under the childminder's watchful eye, young children access the trampoline on their own and carefully use the steps to access this. It is safely protected

around with a net and children know they only use this one at a time. They jump up and down getting beneficial exercise and when they are tired, carefully negotiate the steps as they come down. Children develop an awareness of road safety as they go on the many outings provided and younger children are safely harnessed in their pushchairs. Children learn about evacuation of the premises in the event of an emergency to keep them safe.

Children learn about keeping healthy through routine practices, enjoy healthy meals and learn how to look after their teeth. Children make friends with one another and older children show real care and concern for younger children who play alongside them. Children's awareness of other cultures is raised through the celebration of different festivals such as Diwali, a Hindu festival, Easter, Halloween and the Chinese New year. Young children are helped to recognise themselves in the mirror and to learn about emotions, such as 'happy' and 'sad', through seeing their reflections.

Children are listened to, supported and spoken to with respect as they play. They become inquisitive learners as they use the computer, learn about numbers and letters and how they sound and also they learn about shapes. Through outings they build relationships with others in the community, for example, fire persons, the police and other children. They learn to respect diversity through resources they play with and to help and value their friends who speak other languages. Trips out help increase their knowledge as well as having fun and include: outings to museums; the library to choose their own books; local farms and music sessions. Knowledge about caring for animals as pets and having respect for them is developed through children bringing in their own to show other children. For example, children bring in their hamster, let others handle it and speak themselves to their friends about how they look after it and what it likes to eat.

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?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	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: Met

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