

Inspection report for early years provision

Unique reference number	401308
Inspection date	16/09/2009
Inspector	Dawn Bonica Brown
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since June 2000 and is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband, adult son and two children aged 15 and 10 years in a house in Harrogate. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. Access to the house is from the side of the building.

The childminder is registered to care for six children at any one time, except on Wednesdays, when she works with an assistant and is then registered to care for eight children while working with her assistant. There are currently nine children on roll, aged from one to nine years.

The childminder regularly attends parent and toddler groups. She takes and collects children from school and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises the uniqueness of each child and supports them appropriately so that their needs are met. All children make satisfactory progress in their learning and development and almost all aspects of their welfare are promoted. The childminder works in partnership with parents to promote children's education and care. She takes appropriate steps to evaluate her provision for children's welfare, learning and development and her plans for improvement are well targeted to bring about further improvement to the provision and positive outcomes for children.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and welfare) 30/09/2009

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

- improve children's understanding of society and help them to value the differences in people as well as providing greater access to the range of resources reflecting positive images of cultural diversity, disability and positive gender roles, such as books and role play clothes
- continue to develop observational assessments to help make informed

decisions about the progress of all children in the Early Years Foundation Stage

- analyse observations of children and highlight their achievements or their need for further support and use this to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder reflects critically on the service she provides and demonstrates suitable ambition and the capacity to make improvements. She has taken effective steps to promote improvement by undertaking a quality assurance programme. She monitors and evaluates her provision through regular quality checks and self-assessment and keeps abreast of new developments in childcare. The childminder remains suitably qualified to administer first aid and regularly updates her knowledge and understanding of child protection and food hygiene.

The childminder ensures the learning environment, both indoors and outdoors, helps children make satisfactory progress towards the early learning goals. For example, her home is welcoming and inviting. Resources are suitable, most toys and activities are well organised and children are given good access to almost all types of play. She provides parents with a list of activities and her medium term plans are readily available for them. Children's artwork is displayed and child height posters and photos of children decorate the setting. A suitable range of toys are available for children to select at floor level. The childminder rotates toys so that children have opportunities to play with resources reflecting positive images of cultural diversity, disability and positive gender roles. However, books reflecting positive images of cultural diversity, disability and gender, and those which help children with their emotions are not easily accessible for them to select for themselves. Also, dressing-up clothes are not available to them on a sufficiently regular basis.

Inclusive practice is suitably promoted in the setting so that all children attending have their welfare needs met and achieve as well as they can. There are currently no children with disabilities or special educational needs attending. However, the childminder has learnt to use sign language for babies to help all children to communicate their needs and emotions. She adapts games and activities to help all children participate in the activities provided.

The childminder places a high level of importance on promoting children's safety, which is evident in almost all areas of care. For example, she checks all visitors and monitors visits using a signing in book, external doors are secure and she conducts risk assessments of her home. The childminder also manages the documentation required to maintain children's safety efficiently in almost all areas of her provision. However, she does not conduct risk assessments for outings, which is a breach of the welfare requirements. Also, the childminder is caring for more children than her conditions of registration allow. This is an offence unless the childminder gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Parents comment positively on the way in which the childminder cares for their children and praise her highly. She has established very effective links with them and very strong relationships with the children in her care. Parents are happy to leave their children with her and talk enthusiastically about how she helps children to form friendships with each other and to care about the needs and feelings of others. They place a lot of confidence in the childminder's ability to ensure their children's safety, promote their education and keep them highly stimulated and interested in the activities provided. Parents also comment positively on how well the childminder keeps them informed about their children's progress and they enjoy sharing the progress reports provided by the childminder.

The quality and standards of the early years provision and outcomes for children

The childminder's support for children's learning and development is satisfactory overall with some good aspects. She provides appropriately planned, purposeful play and exploration so that children have an enjoyable and challenging experience across the areas of learning. There is a suitable balance of adult-led and child-led activities that help children to be active learners and to think critically.

The childminder teaches children to be active by providing lots of games to practise their physical skills. These include throwing and catching with hoops and balls, balancing on logs and stilts, jumping on a trampoline, climbing up to the slide and using wheeled toys. She promotes their understanding of dangers and how to stay safe by practising road safety when crossing roads and the childminder uses bracelets for children with her phone number on when on outings.

Children understand and adopt good hygiene practices because the childminder encourages them to wash their hands after using the toilet or sneezing. She provides paper towels for hand drying and encourages children to be independent. For example, children use the mirror to wipe their face after a meal and most are independent at personal hygiene.

The childminder helps children to make healthy choices about what they eat and drink by showing them how to select fruit in supermarkets and choosing healthy options at mealtimes. Children eat healthy snacks of freshly prepared fruit and raw vegetables, which they help to grow in the childminder's garden.

Children play cooperatively and the childminder promotes this by taking young ones to a variety of activities and encouraging them to share their toys. She promotes their independence by helping them to choose toys and activities using picture cards of the toys she provides. Children are highly involved in the activities provided and share equipment well whilst at the water play trough and whilst playing with several pirate ships. The childminder helps children to gain an awareness of the wider world by providing resources that reflect positive images. However, she does not provide sufficient support for them to understand and value the differences in people.

The childminder manages children's behaviour well. They understand that the rules are for their own safety, such as only two children on the trampoline at one time, and respond well to the childminder's calm approach. She helps them learn to communicate by improving their vocabulary through songs including counting rhymes, reading and looking at books together, helping them learn new words and using name labels on their personal boxes and those containing toys. Children learn to solve simple problems using jigsaws, programmable toys and treasure baskets.

Information from observation and assessment is used adequately to plan activities that are tailored to the needs and abilities of most children in the early years age group. For example, the childminder follows a child's individual interests by 'tuning in' to their preferred play options, such as using their interest in a character from a book to set up role play involving posting letters, encouraging the child to drink from a cup instead of a beaker by using a cup with the character's logo, singing songs about the character and providing puzzles. The childminder has begun the process of recording children's progress, however, this is not completed for all children in the early years age group and she does not analyse or identify their significant achievements, or indicate how she plans the next steps in the learning and development of all the children in the early years age group.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:	Met
---	-----

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