

Inspection report for early years provision

Unique reference number	EY309476
Inspection date	25/09/2009
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.

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Description of the childminding

The childminder was registered in July 2005. She lives with her partner and two children aged four years and three months in the east of the city of Hull. Downstairs of the home is used only. Children have use of an enclosed garden to the rear of the property which is accessed through the kitchen. The family has two pet dogs.

The childminder is registered to care for a maximum of four children under eight years, two of whom may be in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are two children on roll. She is a member of the National Childminding Association and has recently attained a CACHE level 3 Diploma in Home-Based Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has in place several policies and procedures about her service which she shares with parents; however, some of these are not current with regulation. She provides children with care in respect of their individual needs and is beginning to know them quite well, both being newly placed in her care. The childminder is developing systems which support children's individual learning; however, these are not yet fully organised and in place and do not sufficiently involve parents in clearly establishing their children's starting points. Children have access to a range of resources to support their learning and close links are in place with the local school. The childminder has no formal system in place for self-evaluation but is clear about some aspects of her provision which require further improvement and benefit children.

What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis and show when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 30/10/2009

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

- update the safeguarding policy and all others in line with legislation
- develop knowledge further in respect of the requirements of the Early Years Foundation Stage

- enable parents to share their observations of their children's prior learning at home to help in assessing their starting points
- continue to develop the assessment system to help make informed decisions about children's progress and to show how the next steps in their development and learning needs are being met.

The effectiveness of leadership and management of the early years provision

The childminder has only very recently returned to childminding after being on maternity leave and this means children in her care are newly placed with her. She shows a secure knowledge of local safeguarding procedures to protect them, though her safeguarding policy as with some of her other policies have not been updated. The childminder has some information from parents about children's individual care needs and has begun to make some assessments and observations about individual children. She is yet to fully consult parents, however, about their children's individual starting points and their capabilities. She recognises this as an area for improvement along with the organisation of information in individual children's files. Close links are in place with the local school in respect of children for whom the childminder is caring and this partnership serves to benefit children's individual learning. Whilst systems are not in place which formally assess her practice, the childminder recognises the benefits of this and recognises the need to extend her knowledge of the Early Years Foundation Stage. The recommendations from her last inspection have been addressed. Required documentation is of a satisfactory standard.

The childminder carefully checks her home daily to make sure it is safe for children's use, including the resources children use, and has careful measures in place to safeguard children on outings. However, the childminder does not keep a record of risk assessments carried out and this is a breach of regulation. She shows a commitment to improving her practice and strives to provide an inclusive service. Parents are provided with information about the service the childminder provides, including copies of her many policies, including a 'pet policy', information about activities provided and information about healthy eating. She also talks to them briefly about what she is expected to do in terms of their children's learning. Her hallway noticeboard displays her certificate of registration along with training certificates. The childminder also provides leaflets for parents to take away in connection with different health issues. She is keen to improve her services and develop her own knowledge. The childminder proudly displays her recently attained certificate the CACHE level 3 Diploma in Home-Based Childcare. Children have access to many resources and the childminder deploys her time well in caring for them to help them feel safe and be occupied, aside also caring for her own, very young baby.

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

The childminder allows children to freely access available resources whilst observing them for their safety, interacting, supporting and enhancing their learning. Systems being developed are unable yet to show their individual progress, however, and it is not clear yet how much they already know. The childminder is calm and caring and consults children about what they wish to do, including what they wish to eat. For example, at lunchtime, she invites children to go with her to the fridge. She holds their hands and together they look inside as she invites them to choose what they want in their sandwiches. After eating their ham sandwich they choose which one of the different flavoured yoghurts they want. Consulting children in this way helps develop their confidence in the childminder and helps them begin to feel secure and settled in her company.

Children happily play on their own and sit with a book they choose, handling it carefully as they turn the pages to see what is inside. They show they are beginning to recognise their own bodily needs. For example, when their nappies need changing they obtain the changing mat and take it to the childminder. Some children's language in terms of conversation is sometimes limited due to shyness. However, they are able to express what they want through gestures. Children also take comfort in being close to the childminder in the presence of strangers. She is confident they understand about some safety rules and their facial gestures clearly show this is the case. They are guided in how to keep safe and know to hold her hand when crossing roads and when not safely secured in their pushchairs. As they become more settled in her care, the childminder plans to introduce them to fire drills, having previously carried these out with children, for which a written record is kept.

Children's knowledge is developed as they go on local walks and they enjoy going to school and seeing the fire station and the engines sometimes. They are helped to notice their surroundings and are beginning to socialise with other children outside of the childminder's home as they go to local toddler groups. They are beginning to know about simple hygiene measures and they have clean towels on which to dry their hands. Children enjoy the praise the childminder gives to them, which helps to develop their self-esteem, and they repeat actions, such as helping to tidy away their toys and making sure not too many out at once. The childminder's home is adequate in terms of cleanliness and re-decoration taking place is not carried out when children are present.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	3
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

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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