

Inspection report for early years provision

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Inspector Julie Morrison

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 1998. She lives with her husband and two children aged 15 and 12 years in Thirsk. She has a pet dog. The whole of the ground floor and the bathroom and two children's bedrooms, on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6.00pm for 50 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where generally good procedures are in place to effectively promote their welfare. The childminder works closely with parents and other providers to create an inclusive environment where she has a good understanding of children's individual needs. The planning of experiences based upon children's next steps is being developed. This is combined with the childminder's secure understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) to ensure that children are making good progress towards the early learning goals. The childminder is committed to attending regular training, as well as linking with other childminders and her local network coordinator. This enables her to continually review and improve her childcare practice.

What steps need to be taken to improve provision further?

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

- reduce the risk of cross infection by ensuring that suitable hygienic changing facilities and procedures are in place for changing any children who are in nappies
- develop further procedures to use the observations and assessments to plan the next steps in a child's developmental progress and ensure that this is implemented into the planning.

The effectiveness of leadership and management of the early years provision

Children are protected as the childminder has attended safeguarding training, and demonstrates a good understanding of the associated issues. Children's welfare is further assured as the childminder and other household members have had all suitable checks completed. Detailed risk assessments are in place to ensure that risks to children are minimised. This is combined with an up-to-date first aid certificate and consent to obtain emergency medical treatment. This ensures that the childminder is able to respond effectively to any accidents.

Children's play opportunities are promoted by the suitable organisation of space and resources. This includes providing an appropriate range of age appropriate activities for children to self-select from. The childminder demonstrates a positive attitude towards inclusion. She works closely with parents and other providers from the start to ensure that she is aware of and able to support children's individual needs. For example, parents complete 'All about Me' forms. Parents receive copies of all relevant policies and procedures and the childminder provides regular newsletters about her setting. Consequently, they are well informed about the service she provides. She provides parents with regular information about their child's learning and development, through verbal feedback, text messages, emails and regular access to their child's development record. She has developed good procedures to share children's learning records with other providers of the EYFS, this helps to promote continuity of care and learning.

The childminder has good procedures in place to evaluate the care and education she provides. She uses the Ofsted self evaluation form to reflect on her practice and discusses ideas and areas for development with other childminders and her local network coordinator. Effective procedures to gather feedback from parents and from children, in the form of questions, further helps to develop her understanding of areas for further development. All recommendations from the previous inspection have been addressed, this helps to promote outcomes for children.

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

The childminder has a secure understanding of the EYFS which she uses to ensure children are making good progress in their learning and development. She has flexible plans in place to ensure that children are taking part in a wide range of activities, many of which take place at local toddler and play group. This helps to provide children with opportunities to socialise with their peers. Children are happy and settled and relate well to the childminder as she joins in with their play. For example, she promotes language development as she encourages children to name animals on a poster repeating words to them and praising them when they are correct. Basic counting skills are developing through everyday activities such as counting, 'one, two' as she helps them to put on their wellington boots. Children are beginning to learn about living things as they bring frogs which they find in the

garden into the kitchen sink to look at. All children are beginning to develop their creative skills as even babies use pencils to draw and mark make. Colourful displays of the children's art work are displayed on the walls. This helps to promote the sense of belonging and develops self esteem.

Individual development records are in place for each child. These include photographs and examples of their work along with information about the children's activities which the childminder is linking to the areas of learning. Next steps in children's development are highlighted however, procedures to ensure that these are used to inform future planning are not clear to see. The children are beginning to develop skills for the future as the use the computer, play telephones and programmable toys to promote their information, communication and technology (ICT) skills.

Children are welcomed into clean and well-kept premises where they have appropriate space to play. Their safety is promoted as well maintained systems are in place to record children's details, medication and accidents. These are up-to-date and stored to promote confidentiality. This is combined with appropriate safety procedures such as keeping the door locked and using stair gates. Children's knowledge about safety is promoted through planned activities such as practicing fire drills and visits to meet the fire brigade. Children are beginning to understand the importance of good hygiene. For example, the childminder supports them to wash their hands before snacks. However, the childminder's nappy changing procedures do not fully support children's good health or reduce the risk of cross infection. For example, not washing hands or the changing mat between nappy changes for different children. Children have regular opportunities for physical play. They enjoy playing with pushchairs in the garden and go for walks with the dog and to visit local parks. The childminder implements age appropriate behaviour management techniques to support children learning right from wrong. For example, distraction and discussion. Children are secure and settled with the childminder and each other, for example, older children give lots of cuddles to babies.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
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	2
The extent to which children develop skills for the future	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