

## Inspection report for early years provision

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<b>Unique reference number</b>	EY314459
<b>Inspection date</b>	27/10/2009
<b>Inspector</b>	Jackie Phillips
<b>Type of setting</b>	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.

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 registered in 2005. She lives with her husband and teenage son in Hessle, close to Kingston upon Hull. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for six children under eight years old. Currently, there are eight children on roll, of these, five are within the early years age range. Children may use the ground floor of the property, excluding the front lounge and the bathroom to the first floor. There is an enclosed rear garden available for children's outdoor play experiences. The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Secure arrangements exist to promote children's welfare and learning. A range of planned activities and social events ensures that children achieve and enjoy their time at the setting. They are kept safe and in the main, are well supported to adopt healthy lifestyles. Partnerships with parents and other providers of the Early Years Foundation Stage (EYFS), are established and make an important contribution to ensure the needs of children are met. The process for self-evaluation provides a satisfactory understanding of the strengths and weaknesses of the provision and how this is likely to secure continuous improvement.

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

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

- improve children's understanding of effective hygiene practices, in particular hand washing routines prior to eating
- develop the use of self-evaluation to secure improvement of the provision.

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

Systems to ensure that children are adequately safeguarded are in place. The childminder is aware of her responsibility to ensure that adults who have not undergone checks, must not have unsupervised access to children. The setting's emergency evacuation procedure is practised with children and they learn about the dangers of traffic and road safety when out on walks within the local community. This promotes their knowledge and understanding of how to keep themselves safe.

The childminder is motivated to seek further improvement, particularly by developing her professional practice through training. She is committed to tackling areas of weakness and adapting ways of working to improve outcomes for

children. However, future plans for action are currently unclear. Planning, observation and assessment systems are in the process of being developed to focus more on how children will receive learning and development experiences aimed at meeting their individual needs. Links made with parents and other providers supports the integration of care and education sufficiently.

Children benefit by accessing a varied range of books and resources that are easy for them to choose from. Currently, an interesting range of new toys and equipment are being introduced to aid the learning process. Organised trips, outings and attendance at local groups means that children benefit from using a wider range of materials, getting involved in different activities and meeting other children. Planning includes children getting involved in events and using resources that raises their knowledge and understanding of other cultures and traditions.

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

Overall, children make sound progress in their learning. They are broadly content, settled and willingly take part in activities whilst at the setting. They are invited to make choices and decisions, can make their needs known and share some responsibility, for example, by distributing biscuits to everyone present. Children know how to behave and respond appropriately when issues occur and they need reminding, particularly when younger children demonstrate difficulty sharing.

Children are beginning to show an understanding about what constitutes a healthy lifestyle. They engage in a wide range of physical activities, indoors and out and take part in walks around the local area. Children discuss the importance of washing their hands after using the bathroom, although this concept was not reinforced before they ate their mid-morning snack. High levels of supervision and interaction provided by the childminder means children's needs are promptly met, for example, when children request alternative activities or when extra cuddles on the sofa are required, because a child feels unwell.

Children are confident, showing good attainments of self-esteem and building strong relationships with the childminder and their peers. They are able to work independently as well as collaborating and cooperating with their friends. Children's progress in communicating, literacy, numeracy and skills relating to information and communication technology is developing well. They are becoming active, inquisitive and curious learners, developing a good understanding of the wider world to be well equipped with the skills required to secure future learning.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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