

Inspection report for early years provision

Unique reference number	EY338393
Inspection date	22/03/2010
Inspector	Jackie Phillips
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.

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 2006. She lives with her boyfriend and her five-year-old child in the coastal village of Aldbrough, within the East Riding of Yorkshire. She is registered by Ofsted to care for a maximum of five children under the age of eight years, three of whom may be within the early years age range, including one child under the age of one year. Currently there are 14 children on roll, of these, 5 children are within the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for flexible sessions and the provider looks after some children before and after school. Walks to places of interest are organised within the local community. Children have use of all of the ground floor of the property, the bathroom on the first floor and an enclosed garden to the front of the house. They may not use the rear garden area. The family has a number of pets that include a dog, rabbit, fish and a guinea pig. The childminder is a member of the National Childminding Association and holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development needs are reasonably well met. They get involved in a varied range of activities which they enjoy and helps them achieve. Friendly relationships between children and provider exist and she encourages parents to share with her valuable information to ensure she gets to know children as individuals. Relationships with parents and partners are developing satisfactorily, although those with providers who also deliver the Early Years Foundation Stage, are not strong enough to make a successful contribution towards individual children's achievements and well-being. Plans for the future are sufficiently well targeted to bring about further improvement to the provision.

What steps need to be taken to improve provision further?

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

- develop effective partnerships with others delivering the Early Years Foundation Stage
- ensure the setting's emergency evacuation procedure is shared with younger children
- develop the range of activities that raise children's awareness and understanding of other cultures
- develop systems for observation and assessment to identify children's next steps in their learning and use information gained to inform planning and ensure every child receives an enjoyable and challenging learning and development experience, tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Most aspects of safety are addressed satisfactorily at the provision. For example, there are detailed records of risk assessments, the childminder has carried out on-line safeguarding training and the majority of record keeping and documentation in place, support a safe environment for children. Younger children have yet to be able to share in the practising of the setting's emergency evacuation procedure to ensure they are familiar with the routine and know what to do. They are helped to feel safe by being involved in discussions about road safety when out on walks within the local community. They are also involved in conversations that take place spontaneously to help them understand about personal safety; for instance, jumping unsupervised and the consequence of hurting themselves like 'Humpty Dumpty'.

The childminder carries out observations of children to assess their learning and development. There is some evidence to show she is checking children's progress as they move towards the early learning goals, although tracking systems are not robust. Information gained from observation and assessment is not used effectively to inform planning or clearly identify the next steps in children's learning. This impacts on children receiving a varied and enjoyable learning experience, successfully tailored to meet their individual needs. Plans of activities provided for children are brief, and do not include how the outdoor learning environment will be utilised to complement and impact upon children's education and development. Individual development files are in place to record children's progress and can be shared with parents. Those for older children attending full-time education, but still within the Early Years age range, have only just been implemented.

A comprehensive resource file is in place and is a very useful reference tool. This, alongside a varied range of policies and procedures, supports the overall management and operation of the setting. Partnership working is developing, although the relationship with others delivering the Early Years Foundation Stage is not robust enough to make a successful contribution towards children's achievements and well-being. The childminder has a positive approach to further improve the provision and outcomes for children. Her future plans are achievable and well targeted. She has involved parents in making a contribution towards the inspection and her process for self-evaluation. Children have not yet been meaningfully involved in this. The childminder provides children with many opportunities to make choices and decisions; for example, by providing good independent access to a variety of toys and resources.

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

Children are provided with a flexible day that includes activities organised within the home, or some that take place within the local community; for instance, trips

to places of interest, such as the beach nearby. They are able to explore a number of creative activities; for example those involving painting using sponges or their hands. On occasions, activities are planned to celebrate traditional events, such as Easter; however, those to reflect the multi-cultural world in which we live, are limited. Children are very keen and eager to help tidy away after themselves and help the childminder put away the painting resources and clean the dining table.

Menus are displayed that reflect meals provided at school or within the provision. This is because some children are interested in the food they will receive while attending school. Children are able to make choices about what fruit they might like at snack time or what to have to drink. They are provided with meals and snacks that contain healthy options. Children learn about personal hygiene through secure routines, such as frequent hand washing. They are confident at the setting and not uncomfortable in the company of visitors. Warm and friendly relationships are fostered between children and their carer and with their peers. They laugh easily together, collaborate during their play and share their ideas. Children enjoy observing, and sometimes handling, the range of pets, such as the rabbit or guinea pig and enjoy taking the dog for walks.

A laptop is provided for children to learn about information and communication technology and they are able to listen to a varied and suitable range of music as they play. Songs and action rhymes they know, help support their understanding of numeracy. Children play particularly well with toys that foster their creativity, language and imaginations; for example, the wooden castle, the tent or the varied range of small-world toys, action heroes and characters. Their behaviour is good and they show an interest in what is going on around them. Overall, most children are generally secure in the skills they require in order to make progress in their 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

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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