

Inspection report for early years provision

Unique reference number	EY284189
Inspection date	20/10/2009
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 March 2006. She lives with her two children, aged six years old and 10 years old, in Anlaby, a village west of the city of Hull. Registration is for a maximum of five children under eight years old. Currently there are 16 children on roll, five of whom are within the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Children may use all of the downstairs of the property with access to an enclosed rear garden for outdoor play opportunities. The childminder is a member of the National Childminding Association. The family keep a rabbit and a guinea pig as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's individual needs makes sure that the childminder successfully promotes children's welfare and learning. Effective arrangements exist to ensure that children are safe and in the main, adopt healthy lifestyles. The partnership with parents and other agencies, are well established and significant in making sure that the needs of children are met, along with any additional support necessary. 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:

- develop the use of self-evaluation to secure improvement of the provision
- improve personal hygiene routines for children, in particular hand drying routines
- improve systems for observation and assessment to clearly identify and meet children's individual learning needs and ensure progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Good arrangements exist to ensure that children are well safeguarded. For example, the care and learning environment is safe and secure and a varied range of written policies and procedures are in place to successfully support the safety and welfare of children. The childminder has good systems in place to identify hazards, take steps to eliminate risk and help children to keep themselves safe. The childminder is motivated to seek further improvement and welcomes

comments from parents and children to make an assessment of the service provided. Planned activities take into account the ideas and interests of children. Systems for observation and assessment are in place, although are not clear to show how the individual learning needs of children are consistently being met.

A wide and varied range of toys and resources are made available to children. The majority are accessed easily, which helps children to make choices and decisions. The environment is conducive to learning and is well organised to support children's enjoyment and achievement. The childminder is taking appropriate steps to ensure resources and the environment are sustainable. Children are helped to understand about their own culture and that of others. Parents are asked to share what they know about their child to make sure that each receives the care and support required to make progress. Partnership working with parents and others are well established and makes a strong contribution to children's achievement and well-being. Self-evaluation identifies some areas for action and future plans are likely to bring about some improvement to the provision.

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

The childminder demonstrates a good understanding of how children learn and develop through play and they have access to a wide range of resources. This is complemented by children enjoying activities that are varied and adapted to suit their needs and capabilities. Attendance at groups and other social events presents more opportunities for children to learn from others and through different experiences. Children move around the setting with confidence and make their needs clearly known to the childminder. The childminder supports children's welfare and learning by providing high levels of supervision and positive interaction.

Children are active learners and make good progress in relation to their starting points and capabilities. They develop a sense of belonging to the setting and their behaviour is good. Children are developing an understanding of a healthy lifestyle through access to frequent drinks and well-balanced, nourishing meals. Photographs displayed in the toilet area, clearly showing children the process of good hand washing techniques. However, access to a communal hand drying towel, although changed frequently, provides a potential risk of cross infection and does not support effective hygiene practice.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They show understanding of simple mathematical solutions and access a wide range of equipment to support progress with counting, matching, letter, sound, colour and number recognition. They play very well together and are well equipped with the skills required in order to secure future learning. Trips, outings and access to local events means children learn about the world around them, including the local and wider community.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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