

Inspection report for early years provision

Unique reference number	EY315769
Inspection date	02/11/2009
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 2005. She lives in the west of Hull with her partner and six year old son, some two miles from the city centre. The downstairs of her home has a sitting room, kitchen and toilet and children have use of all areas. Outdoors to the rear is an enclosed garden. The family have two cats, two rabbits, a guinea pig and a hamster.

She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of five children under eight years at any one time and currently there is a total of seven children on roll. The childminder has the CACHE level 3 Diploma in Home based Childcare and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure knowledge of all children's individual needs and their interests which ensures their welfare needs are met. She helps all children in the early years age range to make good progress in their learning with systems in place which assess and monitor their progress. She works very well in partnership with parents although links with others who assess children are not yet in place. Children are safeguarded through detailed risk assessments and recommendations from the last inspection have been addressed. Although there is no formal system in place for self-evaluation the childminder is aware of how to develop her service further.

What steps need to be taken to improve provision further?

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

- develop the system for self-assessment, for example, by considering using the Ofsted self-evaluation form
- develop links with others who assess children in the early years
- obtain a copy of the Local Safeguarding Board procedures.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well as the childminder takes suitable steps to ensure their safety. Detailed risk assessments identify all aspects of the home, include outings and all of these are dated for review. She understands safeguarding issues, shares her policy with parents and knows the circumstances in which she should inform Ofsted. She strives to improve her learning which ultimately benefits children through being enrolled on safeguarding training. She is also in the second year of studying for a Foundation degree in Early Years. She has

information about

what to do if worried about children in her care, however, has not got the local safeguarding procedures. She promotes inclusive practice as she gathers information from parents about children's individual needs, their starting points and shares with them her policies and procedures. She helps all children make good progress in their learning and carries out her own individual assessment of what they all know and can do. She then continues to observe them, records her findings against the six areas of learning and provides supporting photographs. On a monthly basis she uses her own system of 'tracking' children's learning across the six areas. She uses the Practice Guidance to the Early Years Foundation Stage very well to establish children's next stages of learning.

There is a two-way shared approach between parents and the childminder in respect of children's learning. They keep her informed about what children are learning at home and she shares information with them about what their children know in order to encourage further learning at home. However, links with others who assess children in the early years age range are not yet in place. She deploys her time well in making sure children are safe, uses the available space well and encourages children to not have too many activities out at once. Self-evaluation systems are not formally in place although the childminder is aware of her strengths and where improvement is needed, including further consultation with parents and children about her services. Parents report their utmost satisfaction with the care provided for their children and speak very highly about her. Some children who can write, do so and thank her for being a 'good childminder'. Recommendations from the last inspection have been addressed and all records are in place, well maintained and securely stored when not in use respecting confidentiality of information.

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

The childminder recognises children's individuality, respects their wishes and knows them all very well, some of whom she has cared for since young babies. She adapts activities to ensure all children are included and her calm and caring approach ensures all children feel very happy and settled in her care. Children are encouraged to share their toys and play together which they do very well. They have a range of easily accessible toys and resources and the childminder intervenes when she sees opportunities to extend their learning. For example, as they play she develops their knowledge of colours, counting and different shapes. She encourages all children to be interested in books and gains their interest as she reads to them exciting stories. All children listen well and she asks them open-ended questions to help them think about the characters and animals they see on the pages.

All children show confidence in their surroundings and the childminder ensures those just gaining confidence in walking have sufficient space to move around. She helps all children to enjoy music and rhymes and they love investigating things repeatedly as they realise that one action has an effect on others. For example, they push buttons which make sounds and put bricks into funnels which play

music. Children have opportunities to make marks as they draw, paint and they enjoy baking too. Pre-school children are helped to gain confidence in learning not only about the sounds of letters, but to develop their skills of writing and know what letters as well as numbers look like. Children have a balance of indoor and outdoor play, going out daily to the outdoor area, on walks to and from school and visits to the local park. They begin to understand the world around them as they go to the shops and learn about the different roles people have. They make choices about the books they wish to read as they choose them for themselves on trips to the local library.

The childminder's kind and gentle approach helps all children to feel safe and develop a sense of belonging. Her home is clean, secure, warm and comfortable, and young children feel safe as they sleep in their pushchairs under the watchful eye of the childminder who is in sight and hearing of them at all times. Children know how to keep safe as they learn about road safety and are helped to develop respect for others including animals. All children really love being with the childminder and feel 'at home'. They begin to adopt healthy lifestyles, for example, as they learn about hygiene and eating healthily with many opportunities for physical exercise. They also have drinks readily available to help themselves and grow vegetables too. Through play, the youngest of children are beginning to understand the wider world as they imitate adults, for example, engaging in pretence as they 'shop' for items including bread.

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	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	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	3
The extent to which children adopt healthy lifestyles	2
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