

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Eileen Grimes
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 has been registered since June 2009. She is registered on the early years register and the compulsory and voluntary parts of the child care register. She lives with her partner and child aged 22 months. They live in Ingelby Barwick, close to schools and local amenities. The childminder uses the whole of her home for childminding. There is an enclosed play area to the rear of the house, which children are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities. She attends the local toddler groups and takes children to the park and nearby leisure centre. The family have a cat.

The childminder is registered to care for five children at any one time. She is currently caring for four children of whom all are within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment where satisfactory procedures are in place to promote their welfare. The childminder works closely with parents to create an inclusive environment and she has a good understanding of children's individual needs. However, children currently have limited access to resources, which reflect the cultural diversity of society. The childminder has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and plans a suitable range of activities, which cover most areas of learning. Most documentation is in place, however, currently limited recordings are kept of children's attendance. The childminder has some understanding of areas for development and as a result, self-evaluation and the scope for continuous improvement are satisfactory.

What steps need to be taken to improve provision further?

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

- ensure an accurate daily record is maintained of the hours of children attend
- develop range of resources which reflect the diversity of society

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded, as the childminder and other household members have had suitable checks completed. The childminder has attended safeguarding training and demonstrates a suitable understanding of associated issues. Consequently, children are appropriately protected. Risk

assessments take place on a daily basis for the childminder's home and outings. These adequately reduce the chance of accidents occurring.

All children access play opportunities through the suitable organisation of space, time and resources. The childminder satisfactorily evaluates the care and education she provides. She gains feedback from parents and children to broaden her view of the service she offers. The childminder demonstrates a suitable vision of how she wants to improve the quality of her provision, including attending some training.

Suitable relationships with parents have been built. The childminder speaks to them on a daily basis to ensure they are informed of the experiences their children have enjoyed. Consequently, they can continue their children's learning at home through highlighted activities. The childminder shows an appropriate willingness to working with other professionals to ensure children's individual needs are met.

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

Children enjoy their time with the childminder and are happy to participate in the variety of activities provided. Her adequate understanding of the EYFS, results in all areas being covered reasonably well. The childminder has a suitable approach to equal opportunities, including policies and these contribute to her attitudes towards the wider community. However, resources showing positive images of different cultures and the wider world are limited. This has a negative impact on raising children's awareness of difference. Children are learning right from wrong and are starting to take responsibility for their own actions. They benefit from a flexible routine including a balance of child-centred and adult-led activities. A range of books are available for children to look at independently and with the childminder. This is complemented with visits to the library. They enjoy mark making and are developing good hand and eye coordination. Children show an awareness of shape as they complete puzzles. Children enjoy the freedom to choose activities and play along side each other. Trips to places of interest, including the park, farm and beach nurture children's knowledge of the living world. A variety of creative activities promote children's self-expression whilst having fun. The childminder basically plans the experiences the children will participate in. She has started to develop individual developmental files, which include observations linked to the areas of learning. The next steps in children's learning are also identified.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They experience suitable levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as, staying together. They enjoy regular opportunities for large physical play. These include exploring large climbing equipment, playing ball games and using sit and ride toys. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents usually provide their children's meals. However, the childminder does offer some generally healthy light snacks, such as, fruit and baked beans on toast. Children are

beginning to understand simple health and hygiene practices, including washing their hands after using the toilet. They do not attend if they are sick, which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date. These positively safeguard children's well-being. However, the record of attendance is not accurately kept.

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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