

Inspection report for early years provision

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Inspection date	14/12/2009
Inspector	Rosemary Beyer
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 April 2009. She lives with her partner and young child in Acomb, York, North Yorkshire, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home, the first-floor bathroom and back bedroom are used for childminding. The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll, five of whom are in the early years age range. All are cared for on a part time basis. The provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and has a level 2 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has only recently started to care for children, but ensures she has good information about the children to enable her to care for them effectively. She is starting to develop relationships with other carers, agencies, schools and nurseries, so children's needs can be met and any additional support obtained, should it be needed. The children are therefore making good progress, given their age, ability and starting points. Each child is cared for with respect and as an individual, although they do not yet have access to sufficient resources to raise their awareness of equality and diversity. The childminder has started to develop a self-evaluation process, to monitor her practice and plan for future improvements to her setting. She has not yet included consultation with parents and children to ensure her service reflects users' needs.

What steps need to be taken to improve provision further?

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

- develop the self evaluation process to include consultation with parents and children to ensure the views of users are considered
- develop resources and activities to raise children's awareness of diversity
- develop a system to record fire drills to ensure all children become familiar with the evacuation procedure.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies and procedures in place to ensure the safe and efficient management of her provision. These are made available to parents, who also give her the necessary permission for her to care for their children effectively and as individuals. Contracts are agreed, so all are aware of the service provided. Parents give written authorisation for medication and acknowledgement of

accidents.

Safety and security of the children is of the greatest priority. The childminder has completed risk assessments for the premises and outings into the community, to minimise any hazards. She ensures unauthorised persons cannot have unsupervised access to the children and only allows children to leave with agreed persons. The childminder has completed training to raise her awareness of child protection issues, understanding her responsibilities to protect children and how she should deal with concerns. Safety equipment is in place within the house and regularly checked. Although a fire evacuation procedure has been devised, there is no method in place to ensure all children are familiar with the procedure.

The childminder has a good understanding of the learning needs of the children and provides a wide range of activities, both on and off the premises to promote development. She has simple plans in place each day but most activities are developed to follow children's interests. Individual development files have been started, to show the children's progress with both observations and photographs to record their achievements. She has started to develop relationships with other carers and agencies. This ensures that the children's needs are fully met and any additional support obtained when necessary.

To ensure the continuous improvement of her provision the childminder is developing a self-evaluation process, but she has not yet started to obtain parents' or children's views. Parents consulted during the inspection are very pleased with the care provided and confident their children are safe and happy with the childminder. They value the daily information she provides and the wide range of activities children enjoy. They are happy to discuss any concerns with her and know how to make a complaint to Ofsted should they need to do so. As part of the planned development she intends to join the local toy library and develop activities to promote opportunities to learn about other countries, customs and cultures.

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

Children are settled and happy with the childminder. They are confident when visitors arrive and ask for help if they need it. Good behaviour and manners are encouraged with clear guidance provided in the positive, encouraging environment. Children also learn to keep themselves safe when out in the community by developing a good awareness of road safety.

The children are starting to communicate well and develop confidence in their speech. They enjoy books and stories, and use the range of available books carefully. Visits to the local library ensure variety. The childminder is also to going join the toy library, to obtain resources to provide different experiences to promote their learning and development. This includes information to help them develop an awareness of equality and diversity.

Although she has only recently started to childmind, the childminder is using her past training and work in childcare to ensure children have a stimulating

experience while in her care. They are developing enthusiasm for trying new activities and concentration to complete those they have chosen. For example, when using puzzles, they complete the pictures with patience, asking for help sorting the different puzzles before they do so.

Children are learning the benefits of adopting a healthy lifestyle through good hygiene practice, healthy eating, fresh air and exercise. The parents provide a snack tea, while the childminder provides lunch, snacks and drinks throughout the day. Children have access to water all the time and encouraged to drink milk to aid their physical development. Any allergies are respected and any special dietary needs considered when the menu is developed. The children are learning to cover their mouths to prevent the spread of germs when they cough or sneeze and to wash their hands after personal care. Antibacterial cleaner and wipes are readily available should they be needed. Children are able to sleep in the back bedroom, the buggy or rest on the settee depending on their needs or parents' wishes.

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	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	2
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