

Inspection report for early years provision

Unique reference number	EY103248
Inspection date	24/06/2010
Inspector	Margaret Bryant
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 was registered in 2002. She and her 16 year old son live in the west of Hull, some four miles from the city centre. The ground floor of her home is used only and includes the lounge and toilet facilities. Children also have free and direct access from the lounge into the enclosed, rear garden.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is able to care for a maximum of six children under eight years, three of whom may be in the early years age group. Currently she has six children on roll attending on a part-time basis, five of whom are in the early years age group. 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.

All children make good progress in their learning with the childminder taking effective steps to safeguard and promote their welfare. Children freely access a broad range of suitable, indoor and outdoor resources, being cared for in safe, clean premises which are fully risk assessed. The childminder's close links with parents, ensure they are all fully aware of their children's progress and they are consulted to help her reflect on her practice. Most regulatory records are in place with required improvements from her last inspection carried out. However, she does not have written authority from all parents to the seeking of emergency medical advice or treatment and this is a breach of the requirements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is requested from parents, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare).

24/06/2010

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

- develop further ways to reflect more actively on practice
- develop further links with others who assess children to enable partnership working in respect of individual children's learning.

The effectiveness of leadership and management of the early years provision

The childminder shows a high level of commitment to ensuring the safety of all children. This is because her home is very safe and secure, so too are the broad range of freely available resources. She displays a good knowledge of child protection issues and detailed procedures and policies are shared with parents. The childminder is aware of the circumstances in which Ofsted must be informed and her effective risk assessments keep children safe in her home as well as on outings. She gathers information from each parent about their children's specific needs, including any dietary and health needs and has parents' emergency contact numbers with her at all times. For most children she has written authority from parents to allow her to seek medical advice or treatment. However, this is not present in all cases and constitutes a breach of requirements. The impact of this does not sufficiently pose an immediate risk to individual children's safety, despite being currently unavailable. All other required records are available and improvements raised at her last inspection have been carried out.

The childminder promotes inclusive practice by ensuring all children have access to the same opportunities, helping them feel valued and fully included. She also ensures parents are fully involved in their children's care and learning through daily discussions with them. They also know they can see their children's files whenever they wish. It is clear from discussion, the childminder does reflect on her practice and seeks the views of parents, not only about what they are happy with but asking for suggestions for any improvements. However, her views and those of others are not collated in writing and, although she is aware of the Ofsted self-evaluation form and the usefulness of this in helping evaluate further all aspects of her service, it is currently not in use.

The childminder is very enthusiastic about her work with children as she strives to ensure that at all times they are happy, safe and well cared for. She is keen to attend training to benefit and improve outcomes for children as well as her own knowledge. She also ensures any relevant training is updated with time, for example, safeguarding.

The childminder deploys her time well as she allows children the freedom and independence to choose what they wish to do, while supervising them for their safety. She knows all children well, is fully aware of what they each like to do and their individual interests. She is also very aware of the stages they are at in their learning. She helps all children make good progress towards the early learning goals across all six areas of learning. The childminder gathers information from parents about each child's individual starting points from which she begins her own assessments, including her own observations. Each child's individual file includes written observations of children engaged in different types of play, what they are learning and with clear links to the Early Years Foundation Stage. She uses the associated guidance well to help her track each child's progress, identifying their individual next steps, from which she plans future learning. She has some links with local schools as they verbally mention individual children and their day. However, these links are not sufficient in ensuring close partnership links in respect of individual, children's learning.

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

The childminder's safe and interesting environment helps all children to learn as they freely go from the indoors to the outdoors. Both areas are equipped with a broad range of resources and include multi-cultural toys and those which help children learn about diversity. Children also take part in celebrations of different religious and cultural festivals to widen their knowledge of the world around them. Their curiosity, coordination and physical abilities are developed as they access the many jigsaws, construction toys and physical apparatus. They attempt well to complete jigsaws and take pride in their achievements as they construct with bricks of different sizes. As they fit and piece these together, this helps their problem solving skills, along with games which encourage children to do sorting and matching. All children freely access the slide and the trampoline and have plenty of space to run around freely. As children play alongside and together with others, they learn the beginnings of self-control. For example, the childminder helps guide them to learn about dangers, safe limits and her gentle guidance also helps their understanding of sharing and taking turns. Children learn to negotiate the space well, both indoors and outdoors, as they move spontaneously from one activity to the next.

The childminder helps build children's social skills as she provides many props for them to engage together in role-play and pretence, which they do well. They dress up in different costumes, go shopping in the garden and spend long periods of time in the play kitchen, making food and drinks for one another and the childminder. Her presence as children freely play, provides them all with a source of security and comfort. Through having a range of appropriate child-sized equipment and furniture, all children are able to sit together and eat their lunch and snacks. They learn about healthy eating, about foods which are good for them and develop healthy practices in terms of hygiene. Children love being able to make their own choices though the childminder interacts when she sees opportunities to help develop and extend learning. For example, she joins in their games of pretence and engages them in conversations about the past, present and the future. Children feel valued and important because the childminder shows interest and listens carefully to what they have to say, including to those children who are just beginning to speak.

The childminder helps develop and extend all children's knowledge of different colours, numbers and does simple counting with them too. They also love listening to the stories she tells when they tire and relax and enjoy the quieter times. As they go on their many outings she helps children to notice their environment, including the many different shapes, for example, different shaped road signs. Children feel safe as she helps develop their knowledge of road safety and they talk together about fire safety and what to do if the smoke alarm sounds. Children also learn about the natural world as they visit deep sea centres, garden centres and have opportunities to handle carefully, under close supervision, spiders, beetles and snakes. Their fine motor skills continue as they enjoy making marks, using a variety of materials from pens, chalks and brushes as well as their fingers

and hands to paint. The childminder's caring approach and sensitive manner help all children to easily settle and develop a sense of real belonging to the setting.

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	2

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	2
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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----