

Inspection report for early years provision

Unique reference number	EY405189
Inspection date	28/09/2010
Inspector	ISP Inspection

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 has been registered since March 2010. She lives in a semi-detached house in the Huntington area of York, with her 11-year-old son. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level. There is an enclosed garden to the rear of the premises for outdoor play. A dog is kept at the home.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. There is currently one child on roll who is within the early years age group and attends on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and caring environment where they settle well and are welcomed as part of the family. Their individual needs are met effectively and they enjoy a range of stimulating activities, both in the home and local environment, which helps them to make satisfactory progress in their learning and development. Most of the required documentation is in place and the childminder pays good attention to developing strong and trusting relationships with the parents. Systems are being developed to evaluate the service and identify areas for development in order to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 11/10/2010
- ensure public liability insurance is in place for the provision (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register). 29/09/2010

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

- develop a system for assessing children's learning and development to make informed decisions about their progress and plan for the next steps in their learning

- improve the documentation by devising a system for recording accidents and the administration of medication.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her responsibility in regards to safeguarding issues. She is able to recognise the possible signs of abuse and has useful information to guide her, should she need to refer any concerns to the relevant authorities. The childminder organises her home effectively, providing children with a wide range of resources to choose from, both indoors and outside. The children are able to move about freely because the childminder has assessed and minimised any risks to their safety. However, she has not made a record of her assessment, and she has omitted to obtain public liability insurance, both of which are a breach of the welfare requirements. The childminder has devised written policies to show how her service operates, with a copy of each being given to parents when the placement begins. The childminder is aware of the need to keep records in relation to accidents and medication, however, she has not yet devised a system to use, should the need arise.

The childminder demonstrates a very enthusiastic approach to her role and is keen to discuss the pleasure she gains from helping the children to learn and develop. She is keen to develop her service and whilst she has no formal system for self-evaluation she has started to identify areas for development, such as accessing training to improve her knowledge of childcare issues. She understands fully that this will contribute to the continuous improvement of her service.

The childminder promotes equality and diversity effectively. She develops good relationships with the parents and ensures their wishes are fully implemented as to their child's care. For example, through pre-placement visits and in-depth daily chats she receives ongoing information about any changes in the children's individual needs and interests, which enables her to plan activities according to these. Parents receive many photographs of their child at play and the childminder regularly asks if they have any suggestions as to how she can improve her service. The childminder is in the process of developing links with providers of other settings the children also attend, such as the local pre-school, to ensure a shared approach to their care and learning.

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

The childminder has a sound understanding of how children learn and develop. She joins in enthusiastically with their play, and as a result, the children have fun and enjoy their learning. For example, she reads stories with lots of expression and engages them in conversation which helps them to develop their skills in communication, language and literacy. The childminder gives good attention to promoting a healthy lifestyle with the children and to fostering their learning

outdoors. As a result, the children relish playing in the garden, laughing with delight as they play hide and seek, run and chase, and play ball games. They enjoy regular visits to the park, a soft play provision and swimming sessions at the local pool. All of which, helps them to develop good physical skills and a knowledge of their local community.

The childminder demonstrates a very patient and caring approach. As a result, the children form close relationships with her and feel safe in her care. This is evident as they cuddle into her when they are ready for their nap. With effective support from the childminder the children learn to behave well and to be independent. For example, they confidently access their own cup from the low-level table in the kitchen when they are thirsty, and they are able to choose items they would like to play with, such as jigsaws and small world toys. They receive lots of praise for their achievements which helps them to develop their self-esteem, and through visits to the local childminder group the children have suitable opportunities to learn to be accepting of others and to work as part of a group. The children have opportunities to use various electronic resources, such as books which help them to learn about how things work and to enjoy stories with sounds. The childminder is able to discuss the progress the children have made in some areas since the placement began and the areas of development she is currently focusing on with them. However, she does not yet have an effective system to help her keep a track of their progress in all areas to ensure there are no gaps in their learning.

The childminder is aware of the importance of helping the children to learn about keeping themselves safe. For example, she teaches them road safety when out in the local community and regularly practises the emergency evacuation procedures for the home with them, so they know what do to in the event of a fire. This is reinforced through stories depicting popular children's characters and acting out the roles.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 29/09/2010