

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Jackie Phillips
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 registered in 2000. She lives with her two year old child and teenage children in the Clifton area on the outskirts of York. The whole ground floor of the property is used for childminding, along with a bathroom on the first floor. There is an enclosed rear garden for children to access outdoor play. The family have a pet dog, two cats, a rabbit and a guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range, including one child under one. Currently there are seven children on roll. Of these, two are within the early years age range.

Children are taken for walks and outings to places of interest within the local community. The childminder holds a Level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a flexible routine in which to play and learn. They make sound progress in their learning and are broadly content and settled. Most procedures keep children safe and help them understand some aspects of keeping healthy. Partnership working is developing, especially with parents. The childminder has taken some action to improve her provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- update understanding of safeguarding children issues
- improve access to documentation that supports the overall operation and management of the setting
- ensure risk assessments cover anything with which a child may come into contact and include each type of outing
- improve children's understanding of effective hygiene procedures, particularly with regard to regular hand washing.

The effectiveness of leadership and management of the early years provision

The childminder considers the safety of the setting and some activities that take place outdoors by carrying out risk assessments. These are currently under-developed and do not cover everything that is a potential hazard for children indoors and outside. A written safeguarding policy is in place and the childminder

has a basic understanding of the appropriate action to take if she is worried about a child. She is able to recognise signs and symptoms that may indicate a child is at risk and is aware of her responsibility to share concerns with relevant agencies. She has national written guidance and local information in place for referral if required. All required documentation is in place, although it is not always easily accessible. The childminder is in the process of implementing use of an online site to store the range of information, including policies and procedures, pertinent to her setting. This is work in progress and not yet fully operational, therefore, it does not completely support the effective running of the provision.

Partnership working with parents is developing well. The childminder has established a home link book in which a written daily account is recorded to share with parents regarding their child's day. Information is also included regarding children's progress following observation and assessment. The childminder makes sure she has written parental consent for a number of routine procedures. For example, she has permission to take children on outings and to seek any necessary emergency medical advice or treatment. Partnerships in the wider context have not yet had the opportunity to fully develop. The childminder has the capacity to improve and develop her provision for children. She has gained a recognised childcare qualification and is taking action to improve the organisation and quality of written information. She regularly meets with colleagues to keep up-to-date with current working practice and subscribes to an online forum aimed at supporting registered childminders.

A varied range of toys and resources are provided for children, with the majority stored in a designated area of the lounge. This makes it easy for children to find and access equipment independently. The childminder takes children to organised groups within the area and plans trips and outings to places of interest. Some toys and equipment are borrowed from the Toy Bus that visits the area regularly. This means children benefit from the opportunity to access a wider range of activities and resources to support their learning and help them develop. She is aware of the importance of helping children with individual learning needs make progress, in particular with their language and communication.

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

Children are provided with a varied range of play activities that take place indoors as well as outside. There are opportunities for fresh air and exercise, such as, going to the park or using toys in the garden. In the past, children have planted sunflowers and experienced water play, for example helping to wash toys. Painting is organised outdoors and the childminder has identified some additional resources she wishes to purchase to enable children to enjoy more creative play. There are some resources in place to raise children's awareness of other cultures, for example, books and puzzles. Children have experience of activities aimed at celebrating festivals, such as, Chinese New Year and Diwali. This helps develop their understanding of the multicultural society in which they live. There are some resources that are interactive and require action by the child to make it work. For example, by pushing a button. This helps them develop early skills to promote

their future well-being.

Children are generally secure at the setting and display confidence and self-esteem. Younger ones are beginning to learn about relationships with their peers, such as, developing skills to enable them to share and take turns. They are helped to understand about keeping themselves safe by practising the evacuation procedure. This means they know what to do in the event of an emergency. They are also reminded about the consequences of their actions, for instance, not throwing toys in case they hurt someone. Basic road safety rules are learned by making this fun, such as, guessing who can be the quickest to stop when asked. Support is provided to help children develop effective communication skills. This includes children for whom English is their second language.

There is some attention given to helping children develop an understanding about healthy lifestyles. For example, snacks and meals include some healthy options. The daily menu is displayed for all to see. Children have yet to gain independence and understanding with regard to hand washing routines, for example, before eating and following nappy changes. Children make some choices about their learning and show an interest in the environment around them. Overall, most children secure the skills they require in order to progress in their learning.

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	3

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	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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