

Inspection report for early years provision

Unique reference number	313360
Inspection date	19/05/2011
Inspector	Carol-Anne Shaw
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 1995. She lives with her 17 year old son in the west area of the city of Hull, approximately three miles from the city centre. The dinning room and kitchen on the ground floor are used for childminding and toilet facilities are situated on this level. There is an enclosed back garden for children's outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently seven children attending. Of these, three are in the early years age group. The childminder offers care to one child over eight years of age. There were no older children attending at the time of inspection. She is registered on the Early Years Childcare Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder takes children to local toddler groups and to the childminding group at the local children centre. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and provided with a good range of activities and resources supporting their learning and development needs. They are cared for in a homely environment where they are kept safe and secure. The required documentation is in place and used to support her good practice. There are effective working relationships in place for parents and carers. These contribute significantly to the childminder's sound knowledge of the individual needs of the children in her care. The childminder has mainly good systems in place to record the children's progress towards the early learning goals and shares these with parents. She undertakes self-evaluation of her provision and includes the views of parents as she continues to further develop the service she provides.

What steps need to be taken to improve provision further?

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

- further develop the risk assessments to provide more information for individual outings
- develop a more systematic approach in covering the observations and assessments of children's learning to ensure all areas of development are covered equally.

The effectiveness of leadership and management of the early years provision

The childminder has detailed written safeguarding procedures in place and makes the parents fully aware of her responsibilities in protecting children. Through attending training on a regular basis, she keeps her skills and knowledge updated. Information including contact details for the relevant agencies is available. Records including those of any accidents, medication, fire drills and attendance are all recorded and signed by parents where appropriate. The childminder is very safety conscious and ensures children's safety at all times. For example, the outer doors are kept locked to ensure no one enters the premises uninvited. Visitors have their identities checked when appropriate. There are written risk assessments in place that cover all areas of the premises, garden and outings, minimising any safety issues. The written risk assessments for outings are not comprehensive for every outing undertaken. These, along with the childminder's supervision and good practice, ensure children play safely and freely while in the childminder's care.

The childminder is an experienced childminder with a level 3 childcare qualification. She is motivated and committed to keeping her skills up-to-date through attending training, reading articles and sharing good practice with other childminders. The childminder has fully embraced the Early Years Foundation Stage and has addressed the recommendation raised at the last inspection. She has not completed the Ofsted self-evaluation but regularly seeks views and feedback from parents. This helps her to monitor her own practice and bring about continual progression in the outcomes for children. The childminder works in partnership with other professionals where required. The childminder is proactive and is looking at different ways to quality assure her childminding service to give an overview, helping her target areas for future development.

The childminder has good working relationships with the parents and carers. They acknowledge the wide range of activities and learning opportunities provided and appreciate how she encourages and develops their children's individual interests. The childminder complete a learning journal, keeping parents fully informed of the activities children cover and, in addition, photographs of the children are available, enabling them to see their children at play.

The childminder operates an inclusive practice and warmly welcomes all children into her setting. Children get out and about in their local community and access a wide range of activities and resources to promote understanding of the wider world. This helps children recognise and value the importance of respecting one another and their differences. She has a wide range of age-appropriate resources and equipment that support her childminding service and these are readily available for children to freely access.

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

The children are happy and confident in the welcoming and child-orientated environment. The childminder knows the children very well and she plans and provides a wide range of activities and resources that reflect children's individual interests and stages of development. Children self-select and make independent choices in their play and learning. They make good use of the indoor and outdoor environment and move freely and safely as they play. All children make good progress towards their early learning goals because they are provided with a wide variety of fun and interesting play-based activities. This is effectively enhanced through the childminder's positive interaction and ongoing communication with children. Children's progress is documented in their individual learning journeys and supported with photographs, observations and assessments. Their next steps in learning are identified and planned for. These are comprehensive, however, they do not cover the areas of learning equally. Parents know they can access their child's folder at any time and the childminder encourages them to be involved in their child's learning.

Children benefit from the warm and homely environment where their uniqueness is fully recognised and promoted. They demonstrate confidence and join in enthusiastically with the childminder in activities. They develop their language skills through stories and joining in songs. Children enjoy a warm and trusting relationship with the childminder and respond warmly to her. They show an interest in books, and after making their choice, snuggle up closely to enjoy the story. Children listen well as the childminder reads their favourite stories and they point to the various pictures as she asks related questions as the story progresses. Children have many opportunities to draw, write and make marks. Their understanding of writing for a purpose is well supported and encouraged. Children have many opportunities to develop their artistic creativity as they do many activities that support their skills, for example, they make cards for birthdays and celebrations. Children's understanding of number and counting is developing very well.

Children enjoy learning about nature and living creatures. They visit the local park to see the animals and feed the birds and fish, becoming aware of caring for animals. Their physical good health is effectively promoted through lots of fresh air and outdoor activities. For example, they enjoy the many opportunities in the garden and local play areas where their coordination, balancing and climbing skills are challenged in a safe and controlled environment.

Children learn to become independent in their self-care tasks. The older children go to the toilet themselves and know to wash their hands after doing so. In addition, the childminder ensures hands are clean, reminding them to do so before their snacks and meals. Children learn about keeping themselves safe on site through practising the emergency evacuation drill. When out on their walks the childminder explains to them how to walk safely and the dangers of traffic and water.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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