

Inspection report for early years provision

Unique reference number	313274
Inspection date	25/05/2011
Inspector	Thecla Grant

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.

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 1992. She lives with her husband and one adult child in the Wyke area of West Hull close to shops, parks, schools and local transport links. The whole of the ground floor of the childminder's home is used for childminding. She provides care for children from Monday to Friday between the hours of 7.30am to 5pm. The family have a secure fish pond in the garden. A secure play area is available for children to play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group. The childminder also offers care to children aged over five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attend a toddler group and childminding drop-in centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively supports the children in her care so that no group or individual is disadvantaged. Arrangements to plan, observe and assess children are mostly well organised. Effective arrangements exist to promote children's welfare and clear systems are in place for safeguarding. However, not all documentation is available. The childminder consistently works in partnership with parents and systems in place to work in partnership with others are good. The childminder's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make sure a record is kept of accidents and first aid treatment and inform parents of any injuries sustained by the child whilst at the childminding provision (Safeguarding and welfare). 10/06/2011

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

- observe, analyse and use information found to plan for the next steps in the children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is competent in making sure children are safeguarded and protected and has devised a clear and concise policy for safeguarding children. She also has a secure understanding of the signs and symptoms of abuse and ensures adults living in her home are suitable to be in contact with children. Arrangements are in place to record medication given to children. However, there are no systems in place to record minor accidents occurred whilst children are with the childminder. Although the childminder uses risk assessments to identify and eliminate risks, systems in place for the emergency evacuation practices are not robust. As a result, children are not fully aware of what to do in the event of an emergency.

The childminder's vision is to provide a safe learning environment where children are happy. As a result, she is motivated to seeking further improvement and creates a warm and welcoming environment. The childminder has well thought out systems to evaluate her provision, such as, self-evaluation and questionnaires to include parents in monitoring her provision. Through this the childminder has made improvements and raises children's achievements. The childminder is proactive in making links with other providers who deliver the Early Years Foundation stage and successfully uses these links to promote outcomes for the children.

Resources available are effectively managed and used. These are age-appropriate and provide enough challenge to the children who freely move around the childminder's home to select what they want to play with. The childminder is committed to improving her knowledge and has attended paediatric first aid and food hygiene training courses to improve the welfare of the children. Systems in place to promote diversity and inclusion are good and effectively done through the provision of resources and activities, for example, toys and equipment, which positively reflect the diversity of the local community, are enjoyed by children and their uniqueness is clearly implemented.

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

The childminder effectively supports children's learning by providing an enjoyable learning environment for them to make steady progress across the areas of learning. Children constantly make progress in their communication skills. They chat to the childminder about what they are doing and what they want to do. Children enjoy mark making, reading books and talking about the illustrations they can see. Children are happy and confident in the care of the childminder. They are self-motivated and select toys and equipment independently. Children suggest the activities and games they want and request the childminder's participation in these, such as hide and seek, thus showing their ability to lead in play. Children often use numbers and counting in play. They independently count up to 20 from a large group of objects as they explain to the childminder how they are to be used.

During tidy-up time they decide to sing number and rhyming songs and request that the childminder sings along in the chorus. Children with learning difficulties are effectively included and individual learning plans are used successfully to include children so that children without learning difficulties are able to explain how these are used.

Outdoors children enjoy playing on the apparatus in the park and feeding the ducks. Their interest in the wider world is further developed by visits to the library and local drop-in centre. Children show interest in information technology as they use the cameras to take photographs whilst on outings. Musical instruments are available on a daily basis for children to access independently. They particularly enjoy playing the keyboard. As a result, children are active learners, think critically and enjoy their time at the childminding provision.

Children are well behaved and confident. Their self esteem is very well developed and they know the routine well. Children show a good awareness of healthy lifestyles. They adopt good personal hygiene routines and understand the importance of healthy eating. Further to this, the children have a clear understanding of dangers and how to stay safe whilst on outings. For example, they discuss the best places to cross the road and the reasons why. However, children do not have a good understanding of why they have emergency evacuation practices whilst at the childminder's home.

Planning is used well to help the childminder promote the areas of learning and children are involved in this planning. For example, three-year-olds discuss with the childminder their interest in diggers and what they want to do each time they come to the childminder's home. Although the childminder regularly observes and assesses the children to plan for their interests, the observations are not evaluated. Therefore, planning for the next steps in the children's learning sometimes shows inconsistencies.

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	2
The effectiveness of partnerships	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met