

Inspection report for early years provision

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Inspection date	09/05/2011
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 1994. She lives in a semi-detached property with her husband and adult son, to the west of Kingston upon Hull. The city centre is approximately four miles away. In the immediate area is a primary school and library and within walking distance is a range of shops. The ground floor of the house is used, which consists of a lounge, dining room/kitchen, bathroom and a conservatory with access to an enclosed rear garden that is used for outdoor play.

The childminder is registered for a maximum of six children under the age of eight years. There are currently five children on roll. Of these, four are in the early years age group, with one child over the age of eight years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is accredited to provide funded nursery education. Children attend mainly for part-time, flexible sessions. Support is provided for children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association, and has completed Step One of the Steps to Quality. The childminder has a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All the required documentation and procedures are in place which effectively contributes towards the children's health, safety and well-being. The childminder establishes highly effective working relationships with parents and strong links with other settings. This enables her to successfully meet the children's differing needs and enhances their welfare and learning in all areas. High quality resources support children's learning. Effective self-evaluation ensures continuous improvement and enables children to make good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- further develop the systems for reflective practice in order to continually evaluate all aspects and identify priorities for development to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of the signs and symptoms of abuse and neglect and the Local Safeguarding Children Board

procedures. Additionally, all adults living on the premises have undergone the required suitability checks. Detailed risk assessments minimise hazards to children in the home, garden and on outings. The childminder has a good awareness of how to keep children safe and takes effective steps to enable children to play safely, for example, ensuring that toys and resources are safe and age appropriate at all times.

The childminder gives a high priority to ensuring parents are fully informed about her childminding service. The many policies and procedures, which are regularly reviewed and shared with parents, effectively contribute towards the children's well-being. Displayed information, daily discussions and written information ensure that parents are enabled to be fully informed regarding their children's welfare and learning progress.

The childminder is committed to providing a high quality service, she reflects upon their practice through short evaluations of activities completed. The childminder actively seeks the views and opinions of children, parents and development workers. She ensures she is meeting the general welfare requirements and effectively sustains continuous improvement. A large number of enhancements have been made since the last inspection, including re-developing the outside environment, extending the range of resources, reviewing and updating documentation, obtaining information regarding children's starting points and the childminder has completed a number of training sessions. The childminder has seen the value of completing the Steps to Quality and wants to progress through the further stages of the quality assurance, as part of her ongoing systems to reflect on practice. Together these effectively enhance the children's care, learning and development.

The childminder ensures that children's individual needs are effectively met and their uniqueness valued. Effective links with other providers of the Early Years Foundation Stage enhance services and ease children's transition between settings. Children are learning about the diversity of the world through access to high quality resources and activities. The childminder promotes positive images of gender and culture also raising children's awareness of disability. Use of the wider community is used effectively to extend children's learning. For example, the childminder regularly uses local resources, such as parks, shops, and groups to develop children's awareness of their community. Children learn about protecting the environment through re-using materials for craft activities and sorting items for recycling.

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

Children develop a good awareness of keeping themselves safe through regular discussions and activities regarding safety. Additionally, the childminder reminds the children to tidy to prevent tripping and when out walking she supports children's understanding of road safety. Children know that fruit and vegetables are good for them as they learn about healthy meals. They proudly talk about

growing different vegetables, strawberries and planting seeds for the wild flowers. Children understand the importance of good personal hygiene and happily wash their hands before eating and after using the toilet. The childminder skilfully develops children's awareness of the importance of good health. They use books to enhance children's interest in the many themes and activities the childminder covers.

Children enjoy their time with the childminder who creates a relaxed, welcoming environment where children are happy to learn. They behave well and learn right from wrong through the positive example set by the childminder, as she praises and supports the children in their play. Children are encouraged to become confident decision makers and independently move between the different areas of play, selecting toys they wish to play with. The childminder obtains a wide range of information regarding children's routines, their favourite toys and activities, and their likes and dislikes. Additionally, she consistently requests information regarding children's knowledge and abilities when caring for them. This enables her to provide activities and resources that effectively challenge children, ensuring they make overall good progress in their learning and development. The childminder knows the children well, carries out observations and assessments and uses this information effectively to plan the next steps in their learning.

Children enjoy reading books with the childminder. They are becoming aware that letters and words have meanings and excitedly show the marks they have made when writing. The childminder naturally develops children's awareness of early mathematical ideas and concepts during their everyday activities. They learn about weighing and measuring as they bake and they count in everyday outside play. Opportunities for children to access information and communication technology are available supporting their development of skills for the future. Children enjoy music and dancing and have opportunities to play a range of bought and home-made instruments.

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	1
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	1

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	1

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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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