

Inspection report for early years provision

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Inspection date	05/08/2011
Inspector	Lindsay Dobson
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 January 2011. She lives with her partner and fourteen month old child in the Acomb area of York. She is registered on the Early Years Register and both parts of the Childcare Register, to care for a maximum of four children under the age of eight, two of whom may be in the early years age range. There are currently two children on roll, of whom one is in the early years age range.

The whole of the ground floor of the home is used for childminding purposes and the bathroom on the first floor. The garden area at the rear of the property is available for outdoor play.

The childminder is temporarily looking after a lizard, two turtles and two rabbits.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and show a sense of belonging as the childminder welcomes them into her home and includes them in the activities provided. The environment is organised appropriately so that children freely access a range of resources, offering opportunities to extend their play and develop their independence. The childminder is completing risk assessments and she supervises the children as they play. However, some aspects of safety have not been addressed and this is a breach of regulations. Children are making some progress in their learning because the childminder engages daily with parents to ensure children can participate and achieve. However, observation and planning systems are not fully effective to show how children are making progress. The systems used to self-evaluate the setting are still in their infancy and are not yet sufficiently developed to ensure continuous improvement in all areas of the provision.

What steps need to be taken to improve provision further?

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

- take steps to ensure that all hazards to children are minimised, with particular regard to chemicals in the kitchen (Suitable premises, environment and equipment)(Early Years Register, compulsory and voluntary part of the Childcare Register).
- 19/08/2011

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

- develop a system to monitor and evaluate the quality of the childcare provided to lead to the identification of targets for further improvement

- across all aspects of the provision
- develop planning, observations and assessment systems to identify next steps and plan for children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has appropriate knowledge and understanding towards safeguarding children. She has completed relevant training, implemented a written policy and follows the Local Safeguarding Children's Board procedures. Documentation, including a range of written policies and procedures, promote most aspects of the children's health, safety and welfare and ensure children's individual needs are met. The childminder has a written record of the risk assessments she completes on her home, the garden and the outings she undertakes with the children. These are reviewed and supported by daily checks of the premises. However, some aspects of safety have not been addressed as the childminder stores chemicals in a low-level cupboard in the kitchen which is not fitted with a lock. Therefore, this poses a potential hazard to the children.

The childminder has completed all required training courses. She maintains a current first aid certificate to ensure she can deal with any emergency situations as they arise. The childminder works in partnership with parents, gathering and exchanging information to ensure children's individual needs are met. The childminder acts as a positive role model, valuing and respecting each child's backgrounds and beliefs, resulting in the inclusion of all children. Parents are continually kept up-to-date with clear information about their child's daily routine through discussion and a written diary. The childminder is aware of the benefits of developing links with other providers to promote an integrated approach to children's care and learning, however, no early years children currently attend other settings.

The childminder has not yet put into place an effective system of self-evaluation in order to help her identify her strengths and areas for improvement across all aspects of her practice. She is able to demonstrate through discussion a commitment to the development of her childminding through planning further training to increase her knowledge.

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

Children are happy and settled in the childminder's comfortable family home. They enjoy an appropriate balance of child-initiated and adult-led activities which provide some challenge and enjoyment. The childminder provides a range of organised activities which reflect children's interests and capabilities. As a result, children are motivated to take part and make satisfactory progress towards the early learning goals. The childminder has started to make systematic observations of children during activities and is linking these to the areas of learning. She is using photographic evidence of the children to support her observations. However,

the childminder is not identifying children's next steps effectively, to ensure their ongoing progress is planned and provided for.

Children enjoy playing with the small cars and the garage. They line the cars up and with the help of the childminder count them, confidently counting to five. Children laugh as they push the cars along the floor. The childminder promotes new vocabulary with the younger children. She clearly says words to the children such as 'Daddy' and praises them as they copy her. Weekly visits to the local library support children's enjoyment of books and stories. The childminder provides the children with suitable opportunities to act out from their own experiences as they use role play resources, such as pots and pans, telephones and a toy vacuum. The more able children pretend to make drinks and food for the childminder, asking if she wants sugar in her coffee and butter on her toast. The childminder promotes physical activity with children of all ages. Younger children wriggle and dance to the musical toys, whilst they are provided with suitable space to practice their early walking skills. All children are taken out and about in the local community where they visit parks and play centres, developing their skills in climbing and balancing.

Children develop a suitable understanding of personal health and hygiene through the routines followed, thereby reducing the risk of cross-infection. They learn to stay safe as they take part in evacuation drills from the home, learn about road safety during outings and tidy toys away before getting others out. The childminder provides a range of healthy snacks and meals taking into account the children's dietary needs. These include fresh fruit, bread sticks and cheese straws. Drinks of milk or water are accessible to children throughout the day, enabling them to remain refreshed and hydrated. Personal hygiene routines are promoted as the childminder provides children with liquid soap and individual flannels and towels for hand washing. Children's good behaviour is promoted through the childminder offering praise and encouragement, which develops their self-esteem. More able children are encouraged to respect the childminder's rules and boundaries, which helps them to learn the difference between right and wrong. All children are supported by the childminder as they learn to share the toys and show care and concern for each other.

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

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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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)(also applies to the voluntary part of the Childcare Register) 19/08/2011

To comply with the requirements of the voluntary 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). 19/08/2011