

Inspection report for early years provision

Unique reference number	EY260248
Inspection date	07/09/2011
Inspector	Diane Turner
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 has been registered since June 2003. She lives with her two children aged 15 and 12 in a semi-detached house in the Cottingham area of Hull. The home is close to local amenities, such as schools, shops and a park. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on the first floor. There is an enclosed garden for outdoor play to the rear of the premises. The family keeps a rabbit, guinea pig, hamster, budgerigar, parakeet and a cat as pets.

The childminder has a childcare qualification at level 3 and is accredited to provide funded nursery education. She is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently 16 children on roll, nine of whom are within the early years age group. They all currently attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and homely environment where each one is valued highly as an individual. They are offered a good range of activities, both in the home and the outdoor environment. Systems to monitor the progress in their learning and development are used effectively overall. The good partnerships that are fostered with the parents and any other professionals involved in the children's care ensures their needs are met very effectively. Most of the required documentation is in place and effective systems are used to monitor the quality of the service and to identify areas for future improvement. This ensures the outcomes for children are continually enhanced.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested for the seeking of any necessary emergency medical advice or treatment for all children (Safeguarding and promoting children's welfare).
- 14/09/2011

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

- improve the system for monitoring and assessing children's progress in their

learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding children are good. She undertakes training in child protection and has a very good knowledge of the referral procedures and the role of the Local Safeguarding Children Board. The childminder ensures a record is kept of any visitors to the home and the reason for this. She has a good range of policies and procedures to promote children's welfare, including those to be followed in an emergency, such as a child going missing or a parent failing to collect. The childminder ensures her home is secure and her regular safety assessments ensure any risks are minimised effectively. Documentation, such as the attendance record, is maintained effectively and confidential information is stored securely. However, the childminder has not gained written permission from all parents for the seeking of any necessary emergency medical advice or treatment. This is a breach of the welfare requirements and could compromise children's health and safety.

The childminder's home is very well-maintained and organised very effectively enabling children to move about freely. The designated playroom is bright and cheery, with children's artwork and posters displayed to acknowledge their efforts and promote their learning. A very good range of toys and resources are available for the children to choose from. Most of which are presented in boxes labelled with both pictures and text to help them identify the contents. Additional resources are accessed through the loan service at the local Children's Centre and enhance the range very effectively.

The childminder is driven to improving the outcomes for children. Her self-evaluation document clearly shows her strengths and the areas she has improved since her last inspection. For example, she has gained a childcare qualification at level 3 extending her knowledge of how children learn and has achieved accreditation to enable her to provide funded nursery education. The outdoor area has been resurfaced using safety material which enables the children to play out in all weathers. The childminder is very willing to share her expertise with others. For example, she has set up and runs a weekly play session for parents and carers. Her plans for future improvement are clearly defined and accurately prioritised.

The childminder gives good attention to promoting equality and diversity. For example, she gains as much information as she can about the children's individual routines, likes and interests and ensures these are met. The childminder works very well in partnership with other agencies to ensure those children with additional needs are supported effectively and she has forged good links with providers of other settings the children also attend. For example, she receives the activity planning sheet from a pre-school and compliments these activities in her setting, thereby promoting a shared approach to the children's learning. The childminder engages very well with all parents. They receive good information about the service and daily diaries are used particularly well as a two-way communication tool. Home visits are offered to ease the settling in process.

Written testimonials clearly evidence parents' satisfaction of the service.

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

The childminder has a good understanding of how children learn and develop. She interacts well with them as they play and her calm and very reassuring manner helps them to feel safe and secure. For example, she sensitively explains why visitors to the home are present. The childminder provides children with a good range of activities and they clearly enjoy their learning. For example, they show great interest in the colours and lights inside the sensory tent and enjoy exploring activity toys, such as learning how to press buttons to make musical sounds. From a young age the children are encouraged to make independent choices in their play, to be accepting of others and to learn about the wider world. For example, they have opportunities to socialise with others at the activity groups they attend and to celebrate festivals, such as the Chinese New Year with craft activities. The childminder acknowledges the children's successes with lots of praise and this in turn raises their self-esteem.

Through exploring resources, such as, dough, paint and collage materials, the children develop their creativity and through conversation, visits to the library and learning to recognise and write their own name they develop good skills in communication, language and literacy. The childminder actively promotes the children's learning outdoors. For example, they have opportunities to develop their physical skills through access to climbing equipment and a trampoline in the garden and they enjoy visits to the local parks, with photographs showing their delight as they play in a large sand area. They grow sunflowers in the garden and enjoy observing animals at a local farm shop where they also help to choose fruit for their snack.

The childminder has systems in place to monitor the children's progress in their learning and development, which are effective overall. She clearly evidences their starting points and makes written observations and takes photographs of their responses to the activities. Examples of which include, the children showing sustained concentration as they transfer water from one watering can to another as they learn about capacity. The childminder uses her evidence to identify the children's next steps. However, she does not use this to inform her future planning to ensure children continue to be challenged in their learning.

The childminder gives good attention to enabling the children to learn about following safe and healthy practices. For example, she ensures they practise the emergency evacuation procedures for the home on a regular basis so they know what to do in the event of a fire. This is reinforced through visits from the local fire officers at one of the groups the children attend. The children are provided with a high visibility tabard to wear on outings so they are easily identified and from a very young age they learn to clean their hands before eating, thereby effectively promoting their self-care.

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