

## Inspection report for early years provision

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<b>Unique reference number</b>	313313
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Jackie Phillips
<b>Type of setting</b>	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 1993. She lives in west Hull with her partner, who also works as her assistant, and their adult child and younger children aged one and five years. The majority of the ground floor of the property is used for childminding. There is an enclosed rear garden for children to access outdoor play. Children are taken to and collected from the local school and go for walks and outings to places of interest within the community. The family has a range of pets, including a dog, a chinchilla, fish, a rabbit and a guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone she may care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range, including two children under one. Numbers of children may be increased when working alongside her assistant. Currently there are 13 children on roll, six of whom are within the early years age group. The childminder is a member of the National Childminding Association. She holds a level 4 childcare qualification and is currently studying to obtain an early years degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very effective. The majority of outcomes for children are outstanding and all major aspects of the provision are consistently good. There are a comprehensive range of policies and procedures established that effectively support the overall operation and management of the provision. However, at the time of the inspection, one specific legal welfare requirement was only partially met. Highly positive relationships with parents and partners are in place, offering children consistency in their care and learning. The childminder has a strong commitment and drive to bring about sustainable improvements to her provision.

## What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation). 23/09/2011

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

- enhance ways in which parents and partners can be more involved in children's learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder knows exactly the required action to take if concerns are raised about children's welfare or well-being. She clearly understands her role and responsibility to protect children from harm. For example, she has comprehensive risk assessments in place that include occasions when children are outdoors. The childminder makes sure she is aware of the details when children attend with injuries they have sustained away from the setting. This enables her to be well informed by parents. She has a daily register to record children's attendance, but on the day of the inspection this welfare requirement was only partially met as some details were missing. This places children at possible risk, particularly in the event of an emergency. The childminder has attended training to support her secure knowledge and understanding of safeguarding issues. She has made sure that all adults who live at the property have undergone appropriate checks to confirm they are suitable to have close contact with children. She provides an extremely stimulating and welcoming environment, and genuine bonds are in place with children, helping them feel very safe and secure. Children are very confident when visitors are present, which shows they are comfortable and relaxed in her care.

Children greatly benefit by the provision of an extremely well-resourced and expertly organised playroom. There are an extensive range of toys, equipment and resources which successfully support all children's learning and development. The majority of resources are very easily accessible, supporting their independence, choice and decision making skills. The learning environment is interesting with, for example, pictures, learning posters and examples of children's artwork attractively displayed. Excellent use is made of the fully enclosed garden, with a decked and soft surface area to help prevent injury if children fall. The outdoor environment is also very well resourced with a varied range of suitable toys and equipment. Some of the animals are homed outside, adding to the interest of the environment, and children are keen to feed and help care for them.

Regular observation and assessment of children's progress takes place, supported by photographs and examples of children's work. The childminder confidently uses what she knows about each child's interests and future learning targets to guide her expert planning. She is extremely aware of the benefits of partnership working, leading to improvements in children's achievements, well-being and development. She recognises the advantages when all partners involved in the care and education of children work closely together to enable them to reach their full potential. This is an area for development, for example, inviting all adults concerned with children's learning and progress to be more involved.

As part of the evaluation of the setting, the childminder welcomes the views of children and parents. She also includes the opinions of her assistant on a regular basis. Reflection has enabled her to enhance her provision, for example, assessing the equipment and identifying improvements to benefit children's learning. Since the last inspection, the childminder has improved her qualification status by

gaining a recognised childcare qualification at a higher level. She has plans for the future that will bring about sustainable improvements to the provision and outcomes for children. For example, completing a degree course and continually working to meet the needs of children and parents. She has a strong desire to maintain the high quality provision that she currently provides.

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

Children make significant gains in their learning because they are involved in a wide range of exciting activities, experiences and learning events that enable them to make rapid progress. For example, they attend a high number of play and activity groups within the local community and are taken out on regular trips and outings to places of interest. They visit, for instance, libraries, parks and tourist attractions, and experience the sensory room in a local children's centre. They have endless opportunities to socialise with other children and benefit from a wealth of rich and highly motivating experiences. They are extremely well supported to make sense of the world around them. They learn about disability, traditional and cultural festivals and celebrations, and take part in fund raising and charity events. They get involved in helping to care for their environment by recycling and accessing the local scrap store. Their attention is raised to show care and concern for others by, for example, helping to care for the animals.

Children understand about health and safety. They practise the setting's emergency evacuation procedure and get involved in activities to raise their awareness of the dangers of talking to strangers and of cars and traffic when walking within the community. Children are taught about not bouncing too high on the trampoline and picking up toys from the floor to avoid accidents. They are provided with healthy options at snack time and encouraged to brush their teeth following lunch. Access to physical exercise and fresh air supports children being healthy, and those that are ill are positively discouraged from attending the setting to help promote a healthy and hygienic environment.

Children play harmoniously alongside their peers and their behaviour is exemplary. The exceptionally well-organised setting provides children with endless opportunities for them to be independent and effectively make informed choices and decisions. For example, the majority of toys and resources are stored at child level. Expectations for children are high, and as a result they play a dynamic role in their learning. They use a number of cardboard boxes joined up to make a long tunnel and are provided with torches to experiment with. A large number of resources successfully help children develop skills they will need in relation to everyday information and communication technology. Overall, children show a very good awareness of themselves and their place in society and are very well equipped with skills they can use to extend their learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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