

Inspection report for early years provision

Unique reference number	EY274284
Inspection date	28/09/2011
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.

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 has been registered since November 2003. She lives with her adult daughter in a semi-detached house in the Muncaster area of York. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level and on the first floor. There is an enclosed garden for outdoor play to the rear of the premises. The house is within walking distance of the local school, shops, parks and other amenities. A dog is kept as a pet.

The childminder 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 eight children on roll, six of whom are within the early years age group. They all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where their individual needs are recognised and met appropriately. They are offered a suitable range of activities, which overall support their learning and development effectively, however, there is no system in place for monitoring and assessing their progress. Most of the required documentation is in place and a safe environment is provided in most areas for children to play and learn. Partnerships with parents are positive and suitable attention is given to self-evaluation and to promoting the continuous improvement of the service.

What steps need to be taken to improve provision further?

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

- ensure a risk assessment is carried out on the garden to identify any hazards to the children's safety and that all reasonable steps are taken to minimise these (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 12/10/2011
- ensure a record is kept for all children of their full name, date of birth, the name and address of every parent and carer, who the child normally lives with and their emergency contact details (Documentation) (also applies to both parts of the Childcare Register). 12/10/2011

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

- improve the recording of children's attendance
- devise a system for monitoring and assessing children's progress in their learning and development.

The effectiveness of leadership and management of the early years provision

Overall, the childminder has a sound understanding of her responsibility to safeguard children. She has a secure knowledge of the possible indicators of abuse or neglect and knows who she should refer any concerns to. Regular safety assessments are undertaken on the home indoors and for outings, with effective action being taken to minimise any risks. The evacuation procedure is displayed and practised on a monthly basis with the children. However, the childminder has not undertaken an assessment of the garden which means potential hazards to the children's safety are not identified and minimised. For example, the greenhouse is accessible to the children on one side and there are a number of unused fence panels, which are stacked insecurely. Most of the required documentation is in place; however, the childminder has not obtained all of the necessary personal information for each child and their parents. These are both breaches of the welfare requirements and could compromise children's safety. In addition, the daily attendance record does not include the children's full names, which means an accurate record is not maintained.

The childminder organises her home effectively which enables the children to play and learn in comfort and they are able to choose from a range of age-appropriate toys and resources that maintain their interest. The childminder shows a satisfactory approach to self-evaluation and to promoting continuous improvement. For example, she has addressed all the recommendations raised at her last inspection, such as completing a first aid course and improving the hand washing procedures for the children to prevent cross infection. She has also replaced the fence in her garden and purchased a greenhouse to enhance the opportunities for children to learn about planting and growing. She has identified training courses she would like to attend in the future to develop her knowledge of how children learn and develop.

The childminder promotes equality and diversity successfully. She treats each child with respect and knows their personality and interests. She has experience of supporting children with special educational needs and she encourages the children to learn about the cultures and beliefs of others. For example, enabling them to celebrate festivals, such as the Chinese New Year. The childminder has established links with providers of other settings the children also attend and this means information about their care and learning is shared appropriately. The childminder engages positively with all parents. She discuss all aspects of her service with them when the placement begins and contracts are provided which set out the business arrangements and the expectation for the care of children who are ill. Ongoing information about the children's day is shared verbally on collection. Parents are happy to express their satisfaction of the service, stating,

for example, that the childminder provides a home from home environment and that she is very supportive.

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

The childminder has a satisfactory understanding of how children learn through play. She is aware of the six areas of learning and is able to discuss the stage she feels each child is at in terms of their development. However, she has not devised a system to record her observations to ensure children are progressing equally in all areas, that this is in line with Practice Guidance for the Early Years Foundation Stage, and that she is secure in promoting the next steps in their learning. The childminder provides children with an appropriate balance of free play and activities that she takes the lead on. For example, the children enjoy playing with the toy cars and garage and she offers planned craft activities, such as making a rocket from empty cardboard boxes, showing them how to use paper mache to mould the shape. The children are keen to discuss how this was 'massive' when it was finished.

The childminder has a patient approach and she ensures the children know what is expected of them. As a result, the children feel safe in her care, behave well and learn sound social skills, such as using good manners. They discuss what it is they like about the setting and feel confident to approach the childminder to share their news with her, which encourages their language skills. The childminder successfully promotes the children's understanding of following safe and responsible practices. Consequently, they are able to relate how they look for cars before crossing the road and how they wait against the wall whilst the childminder gets everyone out of the car. The childminder helps the children to learn about the importance of personal hygiene during everyday routines. For example, she reminds them that they need to clean their hands with a wipe before eating their lunch. She praises them for sitting well at the table as they eat and this raises their self-esteem.

The childminder provides meaningful opportunities for the children to learn in the outdoor environment, which in turn promotes their physical skills and knowledge and understanding of the world. For example, they learn about sourcing food as they grow tomatoes and help to harvest apples and raspberries in the garden. They help to take the childminder's dog for walks, exploring woodland areas and taking time to observe different birds and the changes in the seasons. The childminder actively encourages the children to learn about recycling, such as composting in the garden and decorating empty jars so these can be reused as candle holders.

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

The quality of the provision in the Early Years Foundation Stage	3
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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, Records to be kept) 12/10/2011
- devise a written statement of the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register which a parent makes in writing or by e-mail (Procedures for dealing with complaints). 12/10/2011

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, Records to be kept) 12/10/2011
- take action as specified for the compulsory part of the Childcare Register (Procedures for dealing with complaints). 12/10/2011