

Inspection report for early years provision

Unique reference number	321355
Inspection date	13/10/2011
Inspector	Ros Vahey

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 1999. She cares for children in the family home which she shares with her husband. They live in a house situated on the outskirts of York. Childminding facilities are on the ground floor, apart from the bedroom which is on the first floor. There is a rear garden for outside play. The childminder has a level 3 qualification.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years. She currently has five children on roll under eight years. Children attend for a variety of sessions on a part-time or full-time basis. The childminder takes and collects children from the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy in the setting and they benefit from trusting relationships with the childminder and her family. She works closely with parents to make sure that children's changing needs continue to be met. The childminder is generally aware of her strengths and is able to identify relevant areas for improvement. She offers a range of interesting play opportunities that help children to make progress in all areas of learning. The systems for carrying out risk assessments and her knowledge of safeguarding are less secure.

What steps need to be taken to improve provision further?

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

- ensure that there is a record of risk assessments, for the premises and for each outing, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 31/10/2011

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

- improve her knowledge and understanding of safeguarding so the policy can be followed effectively
- use assessment to plan the next steps in child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the childminder has a satisfactory knowledge of local safeguarding procedures. However, her knowledge and understanding of these procedures are still developing. She has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. She regularly updates her risk assessments that cover all areas of her home, including the garden. This means all children are protected when using equipment and resources, such as the sand pit and the slide. Nevertheless, the full record and review of these, particularly for regular outings, are unclear. This is a breach of welfare requirements. Children are further protected because the childminder keeps sufficient records including accident, medication and attendance records.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this to support children in their learning. The environment is organised so that children can play freely with some activities and choose others from the cupboard. There is a range of appropriate resources for children to choose from, including a range of technological toys, such as child's laptop computer and electronic baby walker. This means that they are able to thrive and make progress in their development.

The childminder forms steady working relationships with parents and carers. She obtains useful information about each child, such as what they can do themselves, as well as their dietary and personal care needs, as part of her settling children policy. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress through 'All About Me'. This means that parents can become involved in their child's learning. The childminder is making effective use of her observations and mainly plans the next steps in development so that each child is supported in making progress towards their early learning goals. Effective relationships with other childminders and are firmly established and contribute well to supporting children's welfare and learning.

The childminder offers positive and affectionate support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because the childminder teaches them about other cultures and beliefs.

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

Children enjoy being in this setting and are familiar and secure in its routines because the childminder is careful to meet their needs. Children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example, they are well aware of where they can go in the

setting and know how to use the toys and other resources safely. Children's good health is promoted effectively by the childminder. They have learned to go to the toilet independently and readily washing their hands because independence and hand washing are well established. They are starting to learn about making appropriate choices in food because they are offered healthy options, such as fruit. Children are able to get out in the fresh air on most days. They are developing sound physical skills in walking, running and jumping because they make use of a variety of resources. For example, they climb at the park on the rope ladder and use other equipment to test and challenge their skills.

Children are making sufficient progress towards the early learning goals because the childminder plans activities informally around their interests and needs. She regularly observes what they can do and records their progress, so that she can make sure she has resources available to extend their learning. Children are developing their language skills. They talk to each other well and tell the childminder what they like to play. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with the large chinks outdoors and to draw pictures of their favourite activities, such as rugby balls. They are learning to count up to 10 and enjoy favourite reading materials such as magazines with familiar film characters. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as making and using play dough, as well as play with small world figures, cars and a garage. Children are also gaining sufficient creative skills, such as art and craft and dressing-up. This means that children are also developing good skills for the future.

Children behave well in the setting and they keep to the house rules. This is because the childminder offers clear expectations and treats them with respect. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together, such as Chinese New Year and Diwali.

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:

- make available to parents copies of the written safeguarding procedures (Providing information to parents) 31/10/2011
- undertake a risk assessment immediately where the need for an assessment arises (Suitability and Safety of Premises and Equipment). 27/10/2011

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:

- make available to parents copies of the written safeguarding procedures (Providing information to parents) 31/10/2011
- undertake a risk assessment immediately where the need for an assessment arises (Suitability and Safety of Premises and Equipment). 27/10/2011