

Inspection report for early years provision

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Inspection date	24/10/2011
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 1993. She lives with her husband and two daughters, one of whom is an adult and one aged nine years in a semi-detached house to the east of Hull city centre. All of the ground floor of the childminder's home and the bathroom on the first floor are used for childminding purposes. There is an enclosed garden for outdoor play to the rear of the premises. A dog is kept as a pet.

The childminder 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 five 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 four children on roll, three 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 settle well in this welcoming and child-friendly setting. Each one is valued highly as an individual and the good partnership working with parents ensures information about their needs is shared in a highly effective manner. The learning opportunities that are offered support children's development very successfully. However, the system for recording and monitoring their progress is not fully developed. All of the required documentation is in place although this occasionally lacks the necessary detail. Systems for self-evaluation are reflective and clearly show the setting's strengths and how any areas for improvement are being addressed. The system effectively takes into account the views of both parents and children.

What steps need to be taken to improve provision further?

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

- ensure the record of children's attendance includes all the required information (Documentation) 14/11/2011

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

- develop further the system for monitoring 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 is confident in her ability to recognise the possible indicators of abuse or neglect and knows who to refer any concerns to. She keeps a record of all visitors to the home and ensures they do not have unsupervised access to the children. The childminder maintains her home to a good standard of safety and cleanliness and is very conscious of promoting children's safety on outings. For example, she provides a label for them to wear with her contact details in case they get separated from her. The childminder has a good range of policies and procedures to underpin the efficient management of her service and day to day documentation is maintained well overall. However, an accurate record is not kept of children's attendance as this does not include their full name.

The childminder is successful in promoting equality and diversity. For example, parents are asked to complete an 'Early Years Passport', which enables them to share a wealth of information about their children as individuals. This in turn enables the childminder to tailor the care and learning she offers to the individual needs of each child. The childminder is pro-active in enabling the children to learn about the cultures and beliefs of others. For example, activities linked to festivals from around the world are offered on a regular basis. The childminder understands fully about working in partnership with any other professionals involved in the children's care and learning, to promote a shared approach. However, the children currently attending are only cared for by the childminder or have very recently started attending other settings, which means that links are not fully established.

The childminder provides an environment that is conducive to learning. This includes a designated playroom, with a good range of toys and resources that children can self-select from. The childminder regularly reflects on her practice and clearly evidences how she has improved her service since her last inspection, such as installing toilet facilities on the ground floor to promote children's independence in their self-care. The childminder's targets for future improvement are clear. For example, she is currently working towards a childcare qualification at Level 3. Good attention is paid to working in partnership with parents. Information they receive is of a good quality and they are asked to acknowledge in writing that they have read, and understand, all the policies and procedures. Verbal communication is used effectively to pass on daily information and this is accompanied by individual diaries for those children under one-year-old. Recent questionnaires completed by parents and the older children show very positive comments about 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 plans activities around topics that link to their interests and broadens their learning by offering additional activities that relate to celebrations, festivals and the

seasons. For example, the current topic on animals was sparked by the children's interest in a particular book. From this the childminder enabled the children to take part in activities, such as using a computer web site to download animal pictures to colour in and cut out. This was further enhanced by offering opportunities for the children to explore an array of soft toy animals, including interactive examples, to capture and sustain their interest and imagination.

The childminder develops close and trusting relationships with the children. Consequently they feel completely safe and at ease in her care. This is evident as they cuddle into her as she reads books to them and as they enthusiastically greet other members of her family. The childminder clearly enjoys interacting with the children as they play. For example, she skilfully encourages them to count the ladybirds they see as they look at a book together. The childminder has systems in place to monitor children's developmental progress, which are used effectively overall. For example, she makes written observations of the children's responses to the activities and keeps examples of their work, which she feels are significant to their development. However, the childminder does not record what they achieved from these. The evidence from her observations is not always linked to the areas of learning in order to support further planning.

The childminder provides children with valuable opportunities to extend their learning outdoors. For example, she enables them to gather items, such as moss, twigs and leaves in the garden which they use to make a replica birds nest and collage pictures. The children have regular opportunities to visit attractions, such as museums in the town centre, when they learn about different methods of transport and the Egyptian culture. They also enjoy visits to the library and the local toddler group. All of which successfully supports their understanding of the local community and the wider world. The childminder teaches the children about road safety and to be aware of 'stranger danger' on their outings so they learn to follow safe and responsible practices and she actively encourages them to follow a healthy lifestyle. For example, they have daily access to fresh air and physical exercise, such as using the trampoline and wheeled toys in the garden. Their understanding of food sourcing and healthy eating is supported effectively through first hand experiences. For example, the children help to plant, care for and harvest vegetables in the garden that belongs to a relative of the childminder.

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	3
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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