

Inspection report for early years provision

Unique reference number	313312
Inspection date	17/01/2012
Inspector	Rosemary Beyer
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 lives with her husband and adult daughter in an end-terrace house on the periphery of a large estate on the outskirts of Kingston upon Hull. In the immediate area is a senior school and green belt area. Within a short bus journey is the large Bransholme shopping centre, medical services and leisure facilities. There is a park close by.

Minded children use the ground floor of the house, which includes the lounge, kitchen/dining room and toilet facilities. There is a fully enclosed garden to the rear of the property for outdoor activities.

The childminder is registered to care for six children under eight years and currently cares for two children in the early years age group. She is included on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is a member of both the Hull Childcare Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her knowledge and experience to provide a safe and welcoming setting where children are settled and make good progress. Partnerships with parents and other carers are good, and she uses contact with other agencies to meet any additional needs. The self-evaluation procedure is used to assess her practice and obtain the views of parents, but not children. She is keen to attend training to further widen her knowledge and improve her practice, including the further development of progress records.

What steps need to be taken to improve provision further?

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

- continue to develop recording with more visual evidence to show how children are making progress
- develop the self-evaluation procedure to include children's views where possible.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and through good supervision of the children and effective security ensures they are safe. She regularly updates her knowledge in line with local guidance. She understands the procedure for referral if she has concerns, which ensures the children are well protected. Regularly reviewed risk assessments and daily safety checks ensure the

premises and equipment are safe for their use. She also risk assesses outings into the local community and visits to activity groups to ensure they are suitable for the children.

A well-written policy and procedure file enables the childminder to manage her setting safely and efficiently. She keeps parents informed and they sign to acknowledge reading the file and agreeing with the procedures. The childminder obtains appropriate information from parents when minding starts to ensure children's needs can be fully met. Medication and accident records are also appropriately maintained.

Partnerships with parents are very good. They are kept fully informed verbally each day about their children's time in the childminder's care. They have ready access to the development files and enjoy seeing what their children have achieved. Letters from parents have been received expressing great satisfaction with the service the childminder provides. They are confident their children are safe and happy, and that they are making good progress in her care.

The childminder has built good relationships with other agencies and carers over the years. She understands the importance of continuity of care and regular discussion to ensure any concerns are highlighted and achievements acknowledged.

The self-evaluation procedure has been used to highlight the setting's strengths and parents' views are being included. Children are currently too young to comment on the quality of care they receive but show they are settled and happy, so their views are not yet included. As a result of the self-evaluation procedure the childminder has adapted her recording procedures to enable her to monitor children's development more effectively.

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

Children are making good progress in their learning because the childminder has a good understanding of their development needs. Information from their interests, achievements and needs is used to support the next steps in their learning and development. Their development files show how she uses observations to assess their progress. There are, however, few visual examples to illustrate this or show the children enjoying themselves while they play and learn, as samples of work are taken home each day.

The environment is well planned to enable children to select resources for themselves to promote their own interests. Their social skills are developing well through visits to local activity groups, and they are confident when visitors arrive. The children are only just starting to develop language but can make themselves understood through signs or behaviour, such as pointing to drinks. They show great excitement when a new selection of books arrives and they are keen to look at them, including those with puppies and illustrations showing how to do baking. Although the childminder does not have any pets, she provides opportunities for

the children to learn about them and how to care for them. The children also enjoy baking cakes and helping to prepare snacks.

Children's physical well-being is promoted well through healthy eating, with opportunities to try new fruits and vegetables at snack time. They implement good hygiene practice where they wash their hands before food and after personal care. They also wash them after outside play. Activities take place in the secure garden and also in the local park where the children learn to move around safely and with good balance.

Children's knowledge and understanding of the world is promoted through festival activities to raise their awareness of other cultures. They enjoy gardening which teaches them about plants. The sunflowers are also used to compare heights and for counting activities. Television programmes are used selectively to support language and numeracy. The children also enjoy number and action rhymes, happily joining in and copying 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	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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