

Inspection report for early years provision

Unique reference number	401158
Inspection date	19/03/2012
Inspector	Jackie Phillips
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 registered in 1995. She lives with her husband and two adult children in a residential area of Selby, North Yorkshire. Children use all of the downstairs of the property and a bathroom to the first floor. There is an enclosed garden for outdoor play. The family have two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 one child under one. Currently there are 11 children on roll; of these two are within the early years age group. Children who use English as an additional language are welcomed and supported. The childminder provides care for children before and after school and during holiday periods.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning based on the childminder having a secure understanding of meeting their individual needs. They take part in a varied and interesting range of activities to help them develop and make progress in their learning. Most aspects to keep children safe and healthy are well established. The childminder appreciates the importance of partnership working to help children succeed. Plans for the future are sufficiently well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 06/04/2012
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 06/04/2012

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

- develop the use of self-evaluation to secure improvement of the provision.

The effectiveness of leadership and management of the early years provision

The childminder has made sure that all adults living at the property have undergone appropriate checks to confirm their suitability to be in close contact with children. She knows the action to take if she has any concerns about a child's welfare or well-being. This is because she fully understands safeguarding issues and how to implement procedures. Her records required for the safe and efficient management of the provision are all in place. There are however, two specific, legal, welfare requirements that are not being met. The record of risk assessment does not indicate a date for review to ensure continued effectiveness. The childminder has attended first aid training in the past so has knowledge and understanding of responding to injuries children sustain. However, her first aid certificate has expired and although she is booked onto an approved course she has failed to ensure her first aid qualification remains valid.

The childminder provides children with a clean, comfortable, family setting where space and resources are used well. Toys are easily accessible and well organised to help children make informed and independent choices and decisions. Regular observation and assessment of children's progress takes place. The childminder uses this information to identify future individual learning targets and guide her planning of the activities she provides. Children benefit because the childminder organises a good variety of learning opportunities for children that take place at the setting, outdoors and at places of interest within the community.

The childminder recognises the importance of effective partnership working. She keeps parents well informed and positively encourages their involvement, particularly to enable her to meet the individual needs of their children. She shares information well with others who are involved in the care and education of her minded children. The childminder has addressed recommendations raised at the last inspection well which has improved safety for children. She is currently refurbishing her garden and is clear about the positive impact this will have towards children's good health and enhancing learning in the outdoors. Systems for her to reflect and evaluate her provision are not fully effective, however as she has not kept a valid first aid certificate.

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

Children concentrate very well and demonstrate high levels of engagement at activities that specifically interest them. For example, when playing imaginatively with action hero figures and using the toy cooker with utensils and pretend food. They move around rooms confidently and show they feel safe and secure by not being uncomfortable in the presence of visitors. Children demonstrate close relationships with the childminder. This is evident as they climb onto her lap for a cuddle and they share activities together, such as using the laptop or threading coloured buttons onto laces. Children enjoy using a wide range of toys and

resources and benefit from different learning experiences available within the local community. They regularly visit, for example the local children's centre, library and nearby parks. This means they can socialise with other children and their well-being is enhanced from access to fresh air and physical exercise in the outdoors.

Children's individual needs are effectively met. For instance, language and communication skills are very well supported through good use of books, music, singing and meeting regularly with other children. They confidently count the steps as they go upstairs and use a varied range of games and puzzles to develop problem solving skills. This is particularly beneficial for those children who use more than one language. For example, frequent opportunities are provided for them to use their home language alongside English as part of everyday routines. Through regular walks and outings children learn about their local community. Planned events help them understand the wider world and the society in which they live. For instance, they celebrate a good range of cultural festivals during the year such as Chinese New Year and Diwali. They experience tasting a broad selection of authentic food, such as those familiar with the Chinese and Polish culture.

Children learn to share and tidy up after themselves. They learn effectively about healthy practises as they routinely wash their hands before eating and after using the bathroom and make healthy choices for snack, such as fresh fruit. They practise the evacuation procedure so know what to do if they need to leave the setting in an emergency. They are taught simple rules of road safety including why they wear high visibility jackets when out on walks. Children can express themselves through arts and crafts and explore natural materials such as sand and water. Overall, most children are very well equipped with the skills they will need in order to secure future 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

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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:

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 (Welfare of the children being cared for). 06/04/2012

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 (Welfare of the children being cared for) 06/04/2012