

Inspection report for early years provision

Unique reference number	321197
Inspection date	10/12/2008
Inspector	Katy Elizabeth Wynn
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1991. She lives with her husband and three children in the Knapton area of York. The children have access to the kitchen/dining room, sun room and playroom and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. She currently has eight children on roll six in the early years age group and is registered on the Early Years Register. The childminder also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder collects and takes children to local schools, visits parks, toddler group and the local library. She has one budgie as a family pet.

The childminder has a National Nursery Examination board (NNEB) and CACHE level three qualification. She is a member of the National Childminding Association and has support from local partnership unit.

Overall effectiveness of the early years provision

There is an overriding commitment to inclusion evident throughout the childminder's practice. She acts as an excellent role model for the children, ensuring children develop respect for individual and differing needs as well as confidence in their own unique abilities. Collaborative working with other settings ensures the continuity of learning. Highly effective systems for the evaluation of the childminder's provision ensure she is aware of the strengths and areas for improvement within her provision. As a result children's welfare, learning and development requirements are very well met.

What steps need to be taken to improve provision further?

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

- ensure children have more independent access to the wider range of resources available to allow them to be more active, creative, inquisitive thinkers and learners.

The leadership and management of the early years provision

The childminder's reflective and pro-active attitude to improve benefits all children who attend her provision. The childminder has an extremely positive attitude towards her career and puts the maximum effort into the provision. This is reflected in her commitment to ongoing personal development which in turn contributes to the very high standard of care provided. A detailed, regularly

reviewed risk assessment ensures the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys. She has a good awareness of the areas she wishes to develop. These are identified through discussion and completion of her detailed self-evaluation process. The childminder continually updates and refreshes her professional knowledge. Documentation is organised methodically and the childminder has compiled clear and effective written policies that underpin her practice. The childminder welcomes all children and ensures that all are included to the best of their ability and needs. For example, younger children take part in the same activities but these are adapted to their needs and abilities.

The childminder maintains excellent links with parents and carers, collecting and sharing information about children and valuing their contributions as partners in children's ongoing learning and development. Parents are asked to read key policies and procedures, including the complaints procedure, and are asked to sign to confirm their understanding of these. They are kept very well informed of their child's progress and achievements through verbal feedback and access to their individual development files and communication books. The childminder welcomes feedback from parents and children about the service she provides and has developed a detailed questionnaire to collect this information on a regular basis. The children are also given a questionnaire to evaluate the childminder's practice and activities provided giving them a strong sense of belonging and developing their self-esteem. Partnership with other settings the children attend is highly effective as the childminder obtains information about topics, planning and shares profiles. This ensures there is a fully integrated partnership between the various settings and children can continue to make good progress.

The childminder has a good understanding of safeguarding procedures and contact numbers are accessible should she have concerns. Parents are fully aware of her professional role to safeguard children.

The quality and standards of the early years provision

The childminder plans a varied and stimulating range of activities which cover all six areas of learning. Planning is flexible and takes the needs and interests of all children into account whilst ensuring there is a balance of adult and child-led initiatives delivered through indoor and outdoor play. Children enjoy a varied week as they attend childminding groups where they develop their social skills as they play with other children. The childminder puts out a selection of resources before the children arrive and rotates the activities on offer. Children are able to access some resources independently, however, a further selection of resources are stored in the garage. The children cannot independently access these although they are shown a resource book with the full selection of resources photographed and are able to make decisions, the organisation does occasionally hinder spontaneous play. There are robust systems in place to collect information about what children enjoy and can do before they start. This, combined with purposeful ongoing observational assessment, ensures the childminder provides enjoyable and challenging experiences tailored to the individual needs of the children in her care. The childminder always take an active role in the children's activities and is highly skilled at recognising and maximising learning opportunities, ensuring all children

make good progress within the Early Years Foundation Stage.

Children have clearly formed secure relationships with both the childminder and their peers, listening to one another, playing well together and taking it in turns to play with a favourite toy. Children play harmoniously together and older children kindly offer support to the younger children. This, combined with the excellent example set by the childminder and her robust procedures for behaviour management, ensures all children learn right from wrong. Children enjoy developing their own creativity as all the children make individual Christmas pictures from the craft materials. Children are engrossed with the current Christmas theme and develop a knowledge and understanding of the world as they learn how other countries celebrate Christmas. In addition, children are provided with good opportunities to learn about the natural world, as they learn about the lifecycle of a frog through hands on experience as they have supervised access to the childminder's pond. Babies move around with purpose as they make their way to familiar resources. They are developing an interest in natural resources as they investigate the exciting treasure basket.

The childminder is committed to helping children develop a very good awareness of how to stay safe and healthy. This is achieved through adherence to robust procedures which are consistently reinforced, for example, tidying away toys, practising fire drills and effective road safety practices.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.