

Inspection report for early years provision

Unique reference number 321225
Inspection date 15/01/2009
Inspector Diane Lynn Turner

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 has been registered since 1994. She lives with her husband in a semi-detached house in the Clifton area of York. All of the ground floor of the childminder's home is used for childminding, with toilet facilities situated on this level. Additional toilet facilities are available on the first floor and there is an enclosed garden to the rear of the premises for outdoor play. The family have a dog.

The childminder is registered by Ofsted on both the Early Years and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children at any one time and there are currently eight children on roll, six of whom are within the early years age group. They all attend on a part-time basis.

Overall effectiveness of the early years provision

The childminder provides a homely, inclusive environment where all children are welcomed and valued as individuals. She provides a good range of activities and learning opportunities, both inside and outside the home, which effectively support the children's learning and development. All of the relevant documentation is in place to support the safe and efficient management of the service. However, this occasionally lacks the necessary detail, and the system for monitoring and assessing the children's progress is not yet fully developed. The childminder develops good relationships with the parents and has effective systems in place to help her evaluate her practice and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the assesment system to identify children's learning priorities and plan for the next steps in their learning
- improve the documentation by ensuring the records of attendance detail the children's full names.

The leadership and management of the early years provision

The childminder organises her home effectively. She ensures the premises are kept secure at all times and that a record is kept of any visitors. She carries out regular risk assessments to identify any risks to the children's safety, both in the home and on outings, and takes effective action to minimise these in line with any changes in the children's development. She has put together a bag to take on outings, which includes amongst other things, first aid equipment, parent's contact details and her mobile telephone to ensure she is well prepared for any emergencies. The childminder has a good understanding of safeguarding children and protecting them from possible abuse. She regularly attends training in this area and

understands her responsibilities in reporting any concerns to the appropriate authorities. Clear written policies and procedures are in place to show how the service operates and all documentation is readily available, however, this occasionally lacks the necessary detail. For example, the attendance records do not include the children's full names.

All children are welcome to attend. Effective systems are in place to obtain important information about their individual care needs and interests and the childminder has varying experience of caring for, and supporting, children with learning difficulties and disabilities. Good relationships are established and maintained with the parents and carers. The childminder provides them with detailed information about the service when the placement begins and takes time each day to discuss their child's care routines and the activities they have been involved in. She reassures any new parents, with a telephone call to let them know their child has settled and is happy, and by providing photographs of their first day with her. The childminder has developed effective relationships with other early years providers, such as the local school nursery and she shows she is committed to developing her service. She makes effective use of the Ofsted self-evaluation form and has successfully implemented the recommendations from the last inspection. For example, she has reorganised her home to provide a designated play room in order to make the toys and resources more accessible to the children. She has places booked on several training courses to help her in developing her practice and regularly attends the local childminder group where examples of good practice are also discussed.

The quality and standards of the early years provision

Children settle well in this warm and caring environment. They are motivated in their play and learning and are confident in their relationships with one another and the childminder. They are able to initiate their own play and to take part in activities, such as craft, which are led by the childminder. The childminder interacts effectively with children to support their learning. She joins in with their play, makes effective use of conversational questioning to make them think and makes good use of learning opportunities as they arise. For example, she encourages the children to watch the birds as they come to feed in the garden. She celebrates the children's achievements with lots of praise and has begun to use her observations of their responses to the activities, to record their progress in their learning journals. She does not, however, make full use of her observations to plan for the next steps in the children's learning, or share their learning journal with their parents.

The children clearly enjoy the activities they are offered. For example, they enjoy constructing a den using the table, a parachute and cushions when lots of laughter is evident as the older ones lie down inside and the youngest ones lift up the parachute and play 'Peek-a-boo' with them. They show curiosity as they use musical instruments and explore the different sounds, and become fully immersed as they watch the beads twist and fall inside the rain makers, excitedly predicting whose beads will reach the bottom first. They show a real interest in books, listening intently to stories read by the childminder, particularly when she uses

puppets alongside the book.

The childminder is effective in helping the children to follow a healthy lifestyle. She encourages them to wash their hands before eating and after personal care and she offers them fresh fruit for their snack. They often accompany her to the greengrocers to choose the items they would like, and they have opportunities to enjoy fresh air and physical activities each day. For example, they visit the local parks, play in the garden and help to take the family dog for a walk. They learn about safety when out in the community when the childminder shows them how to cross the road safely and explains to them about 'stranger danger'. They learn to behave well because the childminder sensitively reminds them of the boundaries within the home, such as not climbing on the furniture, she encourages good manners at mealtimes and provides opportunities for them to interact socially with others as they attend various groups.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.