

Inspection report for early years provision

Unique reference number	401289
Inspection date	11/03/2009
Inspector	Rachael Flesher
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 1999. She lives with her husband and daughter aged 15 years, in a linked detached house in a rural location on the outskirts of Ripon. There are no schools or shops within easy walking distance, but a short car journey takes children to the local shops, parks, and schools. The whole of the ground floor, and upstairs bathroom and spare bedroom are used for childminding. There is a fully enclosed garden available for outdoor play. The family have a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children, three of whom may be in the early years age group and there are currently five children on roll in the early years age group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Due to the strong partnerships with parents and systems in place for monitoring and assessing children, the childminder has a good understanding of children's individual needs, interests and stages of development. These are well provided for to ensure all children are supported, make good progress and have their welfare promoted. Effective systems are in place to ensure the setting runs smoothly and children are safeguarded and included. The childminder regularly evaluates her practice and provision in order to identify areas for development and is committed to continuous 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 systems to evaluate the provision and practice such as further seeking the views of parents and children
- continue to develop links with other providers and schools where children also attend to provide continuity in their care and learning.

The leadership and management of the early years provision

The childminder has organised systems in place to ensure all children are included, safeguarded and their welfare promoted. Documentation, policies and procedures required for the safe and efficient management of the setting are in place, implemented and shared with parents. This ensures children are cared for in a safe environment and their good health and well-being is promoted. The childminder reflects on her practice and provision and has completed the Ofsted self-evaluation form, where key strengths and areas for further development have been identified.

This leads to appropriate targets being set and addressed which has a positive impact on the outcomes for children. However, systems for involving parents and children in the evaluation process are not yet fully developed. The childminder is keen to ensure her knowledge is up to date and strives to provide good quality childcare. She accesses training, support and guidance from the local authority and childminding group and the previous recommendation set at the last inspection has been successfully addressed, demonstrating a good capacity to improve.

Strong partnerships with parents are in place. The childminder gathers detailed information from parents before a child starts to ensure she has a clear understanding of their individual needs, interests, what they know and can do and things important to them at home. Effective information sharing systems ensure both parties are fully informed and the children are supported. Partnerships with other providers and schools however, are not yet fully developed in order to fully provide continuity in children's care and learning and support during times of transition.

The quality and standards of the early years provision

Children are happy and settled and warm, responsive relationships between the childminder and the children are established. Younger children's individual care routines are followed in line with home and recorded in a daily diary that is shared with parents to ensure consistency and to support their personal, social and emotional needs. Children have good manners and play nicely with one another. The childminder encourages children to make decisions and learn life skills in order to become independent, such as teaching children how to take care of their personal care needs. Good hygiene practises are fostered and children are cared for in a clean and tidy environment and are provided with healthy, balanced meals and snacks. The childminder provides interesting and highly effective opportunities for children to understand about how to keep themselves safe, such as using role play, stories and taking time to explain to children about personal safety.

The childminder ascertains children's interests, needs and capabilities through detailed information gathered from parents and her own observations. These are analysed and linked to the areas of learning and next steps in their learning are identified. Their individual needs and interests are provided for through enhancements made to the provision and through specially planned activities. This information is recorded in children's learning and development files which show the progress children are making over time towards the early learning goals. If any additional needs are identified, the childminder is aware of where to go for professional advice in order to support every child. Achievements are celebrated and children enjoy looking at their files and photographs and sharing these with the inspector. Children have the opportunity to have their work displayed in the childminders gallery, take it home or put it in their development files, fostering their sense of belonging. Files are shared with parents to involve them with their child's learning and they are encouraged to contribute to them.

The childminder provides a good balance of child-initiated and adult-led activities. Children can choose from a range of resources easily accessible to all to direct

their own play and pursue their interest, and a range of stimulating experiences are provided enabling them to develop across the six areas of learning. Children enjoy baking, dressing up and role play and play imaginatively with small world resources. The childminder supports children to share and take turns as they play educational games together. She encourages their thinking and learning as they listen to the sounds playing and try to find the corresponding picture, or choose a duck and match it to a corresponding colour. This helps develop children's language and problem solving skills. They have lots of opportunities to be creative through music and art and craft activities and enjoy gluing materials onto paper to make a collage. Children have daily opportunities for outdoor play, fresh air and exercise. They enjoy playing in the garden developing their gross motor skills as they throw and kick balls and ride on tricycles and they develop their knowledge and understanding of the world as they explore the outdoor environment. Children are learning about their local community and wider world and the childminder makes full use of the services available locally to provide further learning opportunities for children. They go for walks to feed the ducks, have picnics in the park and visit the library and shops. They also attend a toddler group to encourage friendships and social development. A range of resources reflecting positive images of diversity and difference are used to promote discussion and to encourage children to acknowledge and value each others differences.

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?	2
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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.