

Inspection report for early years provision

Unique reference number	EY350182
Inspection date	07/01/2009
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 2007. She lives with her husband and two children aged seven and four years, in Fulford, which is an area of York, in North Yorkshire. Toilet facilities and the front bedroom on the first floor are used for childminding as well as the ground floor, with the exception of the ground floor bedroom. There is a fully enclosed rear garden for outdoor play. The family have a pet hamster.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time. There are currently seven children on roll, five of whom are within the early years age range. The childminder drives to the local schools and nurseries to take and collect children. She attends the local carer and toddler club regularly. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are happy and settled in the caring and friendly home environment. Their welfare is given careful consideration. Time is spent gathering information from parents and working closely with them to ensure their children's individual needs are met and both parents and children are confident and secure with the care provided. Children enjoy their time with the childminder and make satisfactory progress in their learning and development. The childminder is aware this is an area for further development and has been proactive in seeking advice to develop her knowledge of the Early Years Foundation Stage framework. The childminder has an effective evaluation system in place which identifies the strengths and weaknesses of her provision.

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
- further develop knowledge of the Early Years Foundation Stage
- further develop planning and assessment arrangements to identify what the children know, understand and can do and use this information to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

The leadership and management of the early years provision

The childminder has a clear understanding of the importance of evaluating her provision to ensure she effectively meets the individual needs of all children. She has a good understanding of working in partnership with parents and involves them in her evaluation process which ensures she continues to meet parents' expectations. The childminder has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. The childminder has completed risk assessments which helps ensure children are safe within the home and when outdoors. Since the last inspection, the childminder has taken steps to meet the requirements set. For example, she ensures that attendance records show times of arrival and departure. The childminder fosters a positive approach to inclusion. A variety of resources, for example, books, dolls, pictures and activities, along with conversation help to raise children's awareness of cultural diversity and the wider society.

The childminder has a thorough knowledge of her safeguarding policy and understands the procedures to follow if she was concerned about child abuse. The childminder is enthusiastic to develop her knowledge of child development to enable her to continually develop new ideas to ensure good outcomes for children.

The quality and standards of the early years provision

Children are happy and confident in the childminder's care. They relish the cuddles and comfort they receive and actively seek out the childminder for help and support. They benefit from the childminder's relaxed manner and encouragement as they play. Communication skills are encouraged well. Young children's attempts at speech are echoed and conversations imitated. Children enjoy the role play activities as they care for the dolls and learn how to use the small world medical kit. They act out scenarios as they give the dolls pretend medicines. The childminder is skilful at recognising the children's needs and due to the short attention of the children she moves onto other activities ensuring children remain stimulated. Children's problem solving, reasoning and numeracy is developing well as they have opportunities to complete shape sorters and puzzles, and the childminder develops counting through everyday activities. Children are encouraged to recognise their name as they self-register themselves when they arrive at the childminder's home. Children participate in a variety of activities and outings throughout the week. They develop their physical skills as they play in the park and learn about the world around them. Weekly trips to a toddler group help children to develop their social skills and extend their experiences. Children are given choices about what they want to do and can help themselves to a small selection of toys. However, a wider selection of resources are stored in the outdoor shed and the children cannot independently access these and therefore the organisation does hinder spontaneous play and decision making. Planning is broad and generally links to themes or the seasons, for example, for the next two months children are learning about keeping healthy, Chinese New Year and Valentines Day. Observations of children's achievements are beginning to be introduced, although they are not clearly linked to the early learning goals or used

effectively to identify children's next steps for learning.

Children are safe and secure in the clean and well-maintained home. They learn about how to keep themselves safe through the regular fire drills. They gain independence with their personal hygiene because of the good support they receive. Drinks are always available should they become thirsty and the childminder provides a healthy varied diet. Clear and consistent boundaries help children understand what is expected of them and consequently they behave well. They learn to be kind to each other and play cooperatively together. Children are happy and enjoy their time with 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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
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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.