

Inspection report for early years provision

Unique reference number	401304
Inspection date	20/04/2009
Inspector	Elizabeth Patricia Edmond
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 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 1996. She cares for children in the family home which she shares with her four children aged from 11 to 19 years. They live in a semi-detached house in the centre of Scarborough within easy walking distance to town, the beach, parks and local amenities. There are links with local schools and pre-school groups where children are collected and taken. Most of the childminding facilities are easily accessed being mainly on the ground floor, although the bathroom and toilet are on the first floor. There is also an enclosed garden for outdoor play. The family keeps a dog at the premises.

The childminder may care for six children under eight years. She is registered to on the Early Years Register and currently has three children on roll in the early years age group. She is also included on the compulsory and voluntary parts of the Childcare Register. At the time of inspection there were eight older children attending in relation to this part of her registration.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a cheerful, homely environment where children happily make themselves at home and on the whole make progress in all areas of learning. The childminder gets to know children and their families very well so that she can provide a highly individualised programme of care. Links with other early years providers are used less successfully to promote children's individual learning needs. The childminder has begun to evaluate her practice and arranges relevant training to support her in her work.

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 system for monitoring and promoting children's development across all areas of learning; linking with parents and other early years providers where appropriate
- continue to develop the learning environment so that children can easily access all areas of learning, according to their level of development, as they play freely in the indoor and outdoor area.

The leadership and management of the early years provision

The childminder organises her time effectively around children's necessary daily routines. Babies individual care needs are fully promoted; they eat and sleep according to their own natural rhythms and are therefore happy and very settled. Older children are confident in well rehearsed routines which promote a high level of safety. Although there is no systematic approach to evaluating the quality of the

provision, the childminder works with the local authority and other childminders to make sure she keeps up to date with childcare issues. She also recognises her weaknesses and arranges training accordingly. For example, in acknowledging that the learning and development requirements of the Early Years Foundation Stage are very new to her, she has recently attended several short training courses; she is rightly proud that she is beginning to implement her new knowledge and skills successfully. Documentation is filed effectively so that important information can be easily found. Children's details and related records are kept up to date. A mature approach, well organised guidance documents and a rolling programme for related training means that children are safeguarded and their well-being effectively protected.

The childminder works well with parents to make sure she can meet children's changing needs. Although most daily liaison with parents is verbal, important information about children's care is in writing in the form of a diary or confidential records. This means that parents are aware of significant issues affecting their children's care. Due to effective settling in processes, children develop very comfortable three way relationships with their parents and the childminder. This makes handover times happy and calm. Parents confirm that they are very pleased with the service and homely atmosphere.

The quality and standards of the early years provision

Children are very happy and settled in the busy family environment; they develop warm trusting relationships with the childminder, her family and the other minded children. They are proud of the warm praise and encouragement they receive for their efforts, their behaviour and aspects of their development. Consequently, they enjoy helping each other and are motivated to join in with the songs and practice their writing skills. Because of her experience the childminder has a basic understanding about child development in relation to established 'norms' and how to help them to make progress. She is quite confident in how to do this in some areas of learning. For example, she is proactive in encouraging young children's language. They develop good language skills and an interest in books and stories. She also encourages children to enjoy being creative. The childminder is beginning to use her new knowledge about the areas of learning effectively to identify children's learning and development as they play. However, systems to monitor children's learning and promote their continued learning is not yet being used consistently in all areas of learning. At the same time, there is limited liaison with other early years settings that children also attend; there are missed opportunities to provide a consistent approach to their continued progress. On the whole, the premises and play equipment is organised so that children can find something to play with that they enjoy and promotes their learning and development. Younger children have great fun with the small world items and they concentrate very well as they play with the household items and natural materials in the treasure basket. However, at the time of the inspection there was a degree of renovation work in process, and the childminder had not fully considered how to make all areas of learning freely available to give older children a similar level of challenge.

The childminder provides a good range of opportunities to promote children's

physical skills. Children develop a highly positive approach to leading an active healthy lifestyle. Supported by effective risk assessment, children become very confident in their developing mobility. Younger children learn to balance and climb at regular outings to local parks and indoor play centres, older children develop their skills further on the trampoline or as they ride the scooter to collect older children from school. Children learn a great deal about managing their own safety which opens up interesting outings for them. Because they are secure in the regular routines for using the childminder's beach chalet, children enjoy exploring freely according to their level of development and understanding. Links with other local childminders further promotes children's safety. They work effectively together to supervise the children and to monitor their safety when out and about at museums, art galleries or local events. There is good information for parents on how to provide an appropriately nutritious diet for their growing children and the childminder supplements this with fresh fruit and regular drinks. Nourished and hydrated, children sleep peacefully, wake refreshed and are good humoured.

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?	2
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?	3
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?	2
How well are children helped to enjoy and achieve?	3
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

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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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