

Inspection report for early years provision

Unique reference number	401265
Inspection date	19/03/2009
Inspector	Linda Cook
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 2001. She lives with her husband and their four daughters, two of whom are young adults. They live on a farm, a mile from the village of Huby, their home is a five bedroom dormer bungalow. The whole of the ground floor is used for childminding and includes lounge, kitchen, two toilets and three bedrooms and a dedicated playroom. There is an enclosed and secure garden for outdoor play. The family have a pet a dog, who lives outdoors.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years. Her husband is also a registered as a childminder and she works with an assistant. When working together additional children may be cared for. She works Monday to Friday and currently cares for 13 children in the early years age group and all attend on a part-time basis. A small number of older children are also cared for occasionally as and when required.

The childminder has a level 4 qualification in childcare and is in the process of completing the North Yorkshire accreditation scheme. She is a member of the National Childminding Association and the local childminding network and provides funded nursery education places.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are cared for in an very well-organised and child-orientated home where their safety and welfare are given high priority. The childminder continually strives to offer the very best possible care and education for the children she cares for, which she does in an inclusive environment. She is aware of the strengths and areas for improvement within her service and constantly strives, through an excellent partnership with parents, to improve the outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop learning partnerships with other settings children attend

The leadership and management of the early years provision

Extremely well-organised and effective systems, policies and procedures underpin this exemplary provision and ensures children are safeguarded, included and their welfare fully promoted. Policies and procedures are clear, detailed and regularly reviewed, copies of which are included in a well presented and comprehensive welcome booklet for parents. The childminder holds a level four qualification in

childcare and regularly attends training courses to extend her knowledge, enabling her to offer a high quality of care and education to the children.

The childminder and her assistant are fully aware of their duty to safeguard the children in their care and are vigilant in their supervision of the children. There is a clear safeguarding policy in place for reference should they have child protection concerns. Risk assessments are carried out visually on a daily basis and a written assessment is periodically completed including, indoors, outdoors and outings. This clearly identifies areas of risk and the procedures in place to minimise the risk. Children learn how to protect themselves from harm as they practise emergency evacuations and how to cross roads safely on their walks out. The childminder has introduced a more formal system of self-assessment which effectively identifies strength and areas for development to promote positive outcomes for children.

All activities involve all the children at their individual developmental level, as the childminder offers a fully inclusive programme of activities. Extremely effective links with the parents and carers, enables the childminder to tailor activities to the individual children in her care. She welcomes the input of the local authority and is in the process of completing their accreditation scheme. She continues to consider ways of working in partnerships with other providers which presents some difficulties as children attend from a wide area. Parents letters written in readiness for the inspection highly praise the childminder and express their delight with the progress their children are making and the excellent care she provides. The childminder gathers extensive information from parents to establish children's starting points and uses this extremely well to plan for each child's individual learning and development. Children's learning logs are a wonderful account of their progress using photographs and written observations to clearly assess and identify their next steps in learning.

The quality and standards of the early years provision

The childminder is a qualified and experienced child carer who demonstrates commitment and enthusiasm in her approach. This is reflected in her excellent provision which is effectively organised, highly accessible and inviting to all the children. The main playroom is exceptionally well resourced with good quality toys and activities. Educational posters, maps, children's art work and children's photographs, create a bright and highly welcoming and child-orientated environment which effectively fosters children's sense of belonging. Children benefit from the very broad and balanced curriculum covering all areas of learning, achieved through her excellent flexible planning which embraces children's individual interests.

Children are very happy and settled and move around freely accessing their chosen toys and activities. They develop very positive relationships with the childminder and her assistant and are eager to involve them in their play. The childminder's dedication to working with parents to meet the children's individual care and learning needs means that they soon feel at home and make excellent progress. Excellent interaction and verbal discussion, continually supports and extends

children's play and effectively develops their speaking and listening skills. Babies are very settled and respond to adults with smiles and gurgles. Children are motivated in their learning and eager to take part in activities. They are encouraged by the continual praise they receive for all their achievements great and small. They show good concentration skills as they spend time on their craft activities. They make choices from a range of craft materials to decorate the telescopes they have made from cardboard tubes. They develop their independence to a good level as babies are encouraged to feed themselves and older children cut up fruit for snacks and put on their boots before playing outdoors. Children play with toys that introduce them to matching, sorting, or require buttons to be pressed to operate; providing a purposeful start to their later understanding of number and technology. They explore capacity and volume and how things work as they play in the sand and water trays. They learn about the wider world on their regular walks out in the surrounding countryside. They talk about the weather and the seasons, watch the crops grow and visit the animals. They are following the life cycle of frogs as they monitor their development from tadpoles. They develop their imagination to a good level as they play in a very well resourced role play area and access a wide range of dressing-up clothes. A broad range of resources increases their awareness of cultural diversity and they celebrate festivals from their own culture and that of other.

Children play in a very clean well maintained environment and the childminder's excellent policies and procedures ensure they are protected from illness and infection. They are provided with very healthy meals and snacks and develop their social skills as they sit with the childminder and her assistant around the family dining table to eat a snack of banana, apple and raisins. They develop an very good understanding of good hygiene practice as they wash their hands or use wipes after messy play, using the toilet and before eating. Children behave very well, they willingly help to tidy up, learn to play co-operatively with others and are developing good manners.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.