

Inspection report for early years provision

Unique reference number	400978
Inspection date	19/05/2009
Inspector	Christine Tipple
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 2000. She lives with her husband, son and daughter in the market town of Thirsk and is close to local facilities and schools. The childminder uses the whole of the ground floor and a bedroom on the first floor for childminding. There is an enclosed rear garden available for outside play. The childminder takes children to and collects them from the local school and playgroup.

The childminder is registered to care for a maximum of five children under eight years, and of these, not more than three may be in the early years age range. She is currently minding 11 children, of whom two are in the early years age group. She also offers care for children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminder Association and the local cluster group of early years providers, she is also is a member of the local childminder support group. The childminder has a childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The children receive excellent support from the childminder who has an extensive knowledge of each child's needs and preferences. The childminder is highly efficient in her approach to ensure children's safety and welfare receive the utmost priority. This plays a key part in ensuring children progress exceedingly well in all areas of learning in a caring and inclusive environment. The childminder ensures she fully reflects on her practice through continuous improvement, which is highly effective in identifying areas to develop and improve upon.

What steps need to be taken to improve provision further?

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

- extending the opportunities for other providers and parents to share information which supports children's ongoing learning and development.

The leadership and management of the early years provision

The childminder is highly organised, efficient and professional in all areas of her childminding practice. This is reflected in the very good quality of care and learning provided for all the children. The policies, procedures and extensive risk assessments are detailed and very well presented and clearly reflect the childminder's practice and provision. These are regularly reviewed to ensure they

remain relevant and robust in safeguarding and promoting children's health and safety. The childminder provides an excellent variety and balance of interesting and motivating activities for the children which fully support their ongoing development in all areas of learning. The childminder places a strong emphasis on her own self development, such as gaining a childcare qualification and attending a range of other training on a regular basis. This links very well into the childminder's self evaluation which she continues to extend and develop as she identifies her strengths and the areas to further improve upon.

The excellent relationship with parents is positively promoted and supported with the wide range of detailed information, policies and procedures and displays which are all actively shared with parents. This ensures they are fully informed about the childminder's provision and the importance placed on building trust and confidence with them. The high priority given to children's health, welfare and safety is robust and consistently maintained. Relevant details of other agencies are in place to ensure any concerns about a child would be quickly acted upon by the childminder.

Time is offered on a daily basis for parents to discuss their child's day or issues they may have. This is further extended through parents' access to their children's learning files, which they have the opportunity to comment in and contribute to. This enables parents to have a detailed picture of what their children take part in and the learning taking place with the childminder. However, this approach is not yet fully extended to enhance and further strengthen partnerships and contributions to children's learning both with parents and other providers that a child attends. The childminder seeks parents' views through questionnaires, this provides feedback which is high in praise for the very good quality of the care and learning provided. Other comments are on the wide range of interesting activities provided and the welcoming environment offered to them and their children.

The quality and standards of the early years provision

Children are happy and settled with the childminder. Warm and caring relationships are established, which is reflected in the children's enthusiasm and eagerness to access the excellent range of activities and resources provided. This significantly promotes children to be active learners and promotes positive behaviour due to children's raised self-esteem through positive encouragement by the childminder. The childminder is skilled in assessing the children from when they first start with her by seeking information from parents on their children's needs, routines and interests. This, along with the childminder's observations, establishes a secure basis to start from to extend and develop children's learning and progress very effectively. The children's individual files provide clear and informed details on all six areas of learning. The assessments and photographs taken provide very good evidence of where the children are in their learning journey. The childminder involves older children to actively contribute to their learning and to discuss what they enjoy and how this can be extended. This approach provides the childminder with a detailed account of each child which clearly identifies their next steps and informs her plans to ensure progress continues.

Children have space to access the full range of good quality resources and activities which fully take account of each child's needs. Children are confident and self assured and this promotes their independence and interest to explore and investigate the world around them. Children have regular outings in the community, such as soft play, mobile library, parks and places of interest. The childminder is a member of the local childminder support group, and social activities and access to the toy library all enhance and extend children's experiences. The childminder has a selection of picture and word cards which enable older children to select an activity, to be snack monitor or just to express whether they are happy or sad. This offers children various levels of responsibility and a positive sense of belonging in all that they do through being secure and confident. The positive link with the community provides children with regular contact with other children, which extends their social skills. The childminder takes positive steps to provide ongoing activities which support children to respect and value others and develop a positive understanding of the wider world.

Children have a full range of excellent opportunities to be physical both in the range of equipment and tools provided as well as outings to the park, regular walks and other activities which offer children a positive approach to being physical and active. The outside garden has been adapted so it is accessible all year for the children. This extends and replicates provision inside so all areas of learning are provided, which promotes very good continuous play and learning opportunities. Tools and other smaller resources for all the children enable skills to be extended in hand-eye coordination to fix resources together and to match shapes, such as jigsaws. Role play is a significant part of the provision and is well promoted with excellent resources, such as dressing up clothes and accessories. The positive selection of natural and small world resources for younger children provides a rich and varied source for children's imagination and ability and confidence to express themselves through make believe. This provides very good opportunities for the development of children's communication and language through the positive interaction by the childminder to engage and involve children in their play at all levels. Creative play is ongoing and older children, babies and toddlers experience paints, glue, sand and water and other malleable materials. They bake together which is thoroughly enjoyed by all the children. The childminder provides various opportunities for the children to write and mark make in whatever they do; older children make lists and prescriptions when playing doctors and making passports. Numbers are displayed and used effectively in children's varied daily fun activities which fully enhances their skills in counting. Children are supported to recognise and use numbers in a reliable way, such as to measure ingredients, to be aware of space and shapes, and to develop skills to calculate, for example, to discuss whether something is 'more or less'.

The consistently high priority given to children's health safety is supported with activities and discussion to inform and engage children. The information provided by the childminder extends the importance to them of taking positive levels of risk to ensure they gain confidence in understanding and keeping safe. Parents are fully informed and provided with detailed information to minimise cross-infection. Healthy eating is well managed by the childminder who uses a range of games and activities to promote healthy eating which actively involve the children. The

childminder ensures she offers children snacks and meals that fully support this and works with parents to keep them informed.

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?	2
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

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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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