

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217043
<b>Inspection date</b>	16/06/2009
<b>Inspector</b>	Katy Elizabeth Wynn
<b>Type of setting</b>	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 2002. She lives with her husband and three children aged 15, 11 years and three years. They live in Poppleton, which is an area of York, in North Yorkshire. The toilet facilities on the first floor and the whole of the ground floor is used for childminding and there is a fully enclosed rear garden for outdoor play. The family have two rabbits.

The childminder is registered to provide care for five children under eight years at any one time and is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. At present the childminder provides care for five children in the early years age range. The childminder is a member of the National Childminding Association and the local childminding group.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. All children thrive in this environment as they are supremely valued as individuals and given excellent support in their learning and development. As a result, all the children are making rapid progress towards the early learning goals in all six areas. The childminder continually attends training events and courses to update her own knowledge, enabling her to effectively monitor her practice. The childminder fosters very strong relationships with parents and the children, consequently, children are recognised as unique individuals and are extremely happy, settled, safe and secure during their time at the setting.

## **What steps need to be taken to improve provision further?**

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

- further develop partnership with other settings for children who attend more than one setting to ensure effective continuity and progression by sharing relevant information.

## **The leadership and management of the early years provision**

The childminder demonstrates her commitment to making a real success of her service by organising her home, activities, routines and documentation with great efficiency. A comprehensive range of documentation supports all areas of the provision. Policies and procedures are reviewed regularly and shared with parents from the outset. The excellent partnership with parents and carers ensures children's needs are effectively met. Information about planned topics, children's routines, interests and progress is shared through daily discussions, regular newsletters, displays and daily diaries. Written comments from parents are very

positive. Secure settling in procedures ensure parents and children are happy, and are individually tailored to each child's needs. The childminder is in the early stages of developing partnership working with other settings the children attend to ensure they continue to make optimal progress in all areas of learning.

The childminder has excellent and secure systems in place to monitor her provision and plan effectively for continuous improvement. She continues to attend training courses to update her skills in childcare. The childminder continually checks her documentation and children's records to ensure all areas of learning are effectively covered. She has completed a detailed self-evaluation document and has clearly identified strengths of the setting and areas for future improvement to further enhance the already outstanding service and care she provides. Recommendations from the previous inspection have been fully met relating to behaviour and children have benefited from being involved in deciding behaviour management strategies.

Clear and comprehensive risk assessments cover all areas of the home, garden and outings so children are safe as they play and learn. The childminder has completed training in safeguarding children. She has a confident and secure knowledge and understanding of signs and symptoms of possible abuse and has a clear awareness of her responsibility to protect children from harm and neglect.

## **The quality and standards of the early years provision**

The childminder has an exceptionally good understanding of the EYFS and has totally grasped the importance of caring for children as unique individuals. She provides a vast array of activities and experiences for the children, linked with their own personal needs and interests to promote their learning and development fully in all six areas. The children thrive as their welfare is promoted with exceptional care and understanding. They practise road safety and discuss what might be dangerous. Younger children gradually develop an understanding about their safety through the simple explanations that the childminder gives. They develop skills, and keep fit and healthy through the many opportunities for physical exercise and fresh air. They learn to promote their own hygiene through vigilantly followed routines. For example, children independently wash their hands prior to snacks and meals. They enjoy healthy snacks, for example, a variety of fresh fruits.

Children progress rapidly in their learning and development. They are confident in the childminder's care and readily participate in activities. They are proud of their achievements and feel their work is valued as the childminder displays children's art work in the playroom. They become sociable and begin to understand and respect the needs of others as they socialise with lots of children through the various groups they attend with the childminder. They behave very well and respond willingly to the childminder.

Children are making excellent progress in their communication language and literacy skills as the childminder provides an environment that is rich in signs, symbols, notices, numbers and books. The childminder provides time for children to develop spoken language, she is skilful at questioning children during their play

to develop thinking and language. The childminder plans innovative ways of developing learning, for example, children are absorbed in the role play area as it is set up like a garden centre. They are fully stimulated and interested as they dig, choose plants to buy and act out real life scenarios.

Children are learning rapidly about the world around them. For example, they look for bugs in the garden, plant and grow strawberries, peppers and cress, this enables them to develop an interest and understanding of the natural world. Children eagerly take part in the many active play opportunities. They run, play with balls, and handle equipment with confidence and increasing skill. Children regularly visit the local park to use large apparatus and develop their gross motor skills. They get plenty of fresh air as the garden is set up with all the areas of learning and they move confidently from indoors to outdoors. Children develop open attitudes as they celebrate cultures through cooking and food tasting.

The childminder is confident that the children are making good progress. She undertakes careful observations and completes personal journals for each child. These include photos and examples of their activities. An information sheet is completed prior to a child starting, and the childminder makes observations during their first week. This provides excellent information about each child's starting points. The childminder is competent in evaluating her observations, and takes into account level of involvement and level of well-being of the child. She has an extremely clear understanding of each child's stage of development and the way to promote the next steps in their learning. She is skilled in adapting activities for the stages of development of the children present and ensuring activities are linked with children's current interests. The childminder also monitors the observations to identify if the children are receiving a balance of adult and child initiated activities.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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