

Inspection report for early years provision

Unique reference number	401222
Inspection date	13/05/2009
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 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 a registered childminder since 1997, she lives with her husband and their two sons and daughter, who are young adults. They live in a terraced house, on a main road in a residential area of Stokesley, North Yorkshire. The property is close to the school and is within walking distance of the town centre. The dining room, kitchen and upstairs toilet are used for childminding. The back yard and front garden are used for outdoor play.

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 at any one time. The childminder cares for children in term time only Monday to Thursday and occasionally on Fridays, by request. She is currently caring for three children in the early years age group. Two older children are also cared for after school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled during their time with the childminder. She provides a warm and welcoming environment where everyone is made welcome and children's individual care needs are met. The children have excellent play and learning opportunities which support their overall development well. As a result, children are making very good progress in their learning and development. The childminder has a positive attitude towards training, to help her make continuous improvements to her service and help promote outcomes for children. She continues to develop more formalised systems to evidence children's learning and to evaluate her practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems of observation and assessment to evidence children's progression and parental involvement in their learning
- continue to develop a formalised system of self-evaluation.

The leadership and management of the early years provision

The childminder has the required records and documentation in place. There are written policies and procedures, which are shared with parents and consistently implemented. Children are suitably safeguarded as the childminder is clear on her responsibility to report any possible signs of child abuse, and has recently attended safeguarding training to ensure her knowledge is up to date. She keeps the home safe and secure, and takes the necessary safety precautions. For example, regular risk assessments are undertaken and recorded in writing. The childminder organises the environment and resources well. This ensures that all children can

easily access resources and are included in activities, which allows them to make choices and develop their independence.

Partnership with parents and carers are positive and in a recent questionnaire parents express their appreciation of the service the childminder provides for their children. There is a two-way sharing of information with parents about their child's needs, daily routines and activities they have been involved in. This ensures that children receive continuity of care. Parents are kept informed of their child's development and progress through regular discussions, the use of individual diaries and learning records. However, the children's learning records have only recently been introduced to meet the new requirements of the Early Years Foundation Stage (EYFS). As they are in their infancy they do not yet clearly evidence children's progression or parental involvement in their learning. The childminder has established and continues to develop links with other settings which deliver the EYFS for children in order to ensure continuity in their learning.

The childminder is reflective in her practice and has begun to complete a more formal self-assessment to monitor and evaluate her setting. However, this is not completed and therefore not yet fully effective. She is keen to further develop her knowledge and understanding of the EYFS framework and demonstrates a commitment to on-going training to ensure her knowledge is kept up to date and to promote positive outcomes for all the children in her care.

The quality and standards of the early years provision

Children are happy, contented and settled in the warm and relaxed environment. The childminder has a good understanding of how children learn through play and the EYFS statutory framework. She knows the individual children very well and provides an excellent range of toys and resources to meet their interests and learning needs. As a result, children are motivated, eager to learn and making good progress. The childminder is effective in providing an inclusive service where all children are welcome and they learn to respect and value one another.

The children clearly enjoy their time with the childminder and they thrive on her interaction and attention. They chat constantly to her, talking about the things they see and what they are doing, extending their vocabulary and communication skills. The childminder shows great skill at extending children's learning and imagination through the use of sensitive questioning techniques. For example, they increase their problem solving skills when they play skittles and the childminder asks how many they have knocked down and how many are left standing. They develop their imagination as they put chairs together and pretend they are driving a bus. They discuss with the childminder where they are going and who they are going to see. They enjoy quiet activities as they snuggle up close to the childminder on the settee to share a book. Photographs and samples of children's work show children enjoy a variety of craft activities, both at the childminder's home and at local toddler groups which they attend with the childminder. Their attendance also provides opportunities for them to socialise and enjoy the company of their peers. They learn about healthy eating and how things grow as they plant a wide variety of fruit and vegetable seeds and monitor their growth.

They eagerly point out on a poster which fruit and vegetables they like and whether they grow in the ground or on trees. They enjoy physical activity on a regular basis as they play ball, sing and dance as they play musical instruments, use a variety of outdoor resources or go for walks. They have access to a range of programmable toys and are developing their skills with a camera. They show an understanding of technology when the screen goes blank and they explain it needs new batteries.

Children's welfare is fostered well. They are cared for in a very clean and well maintained home where they are encouraged to follow good hygiene routines. Children are learning to keep themselves safe by practising road safety when they are out and about and are eager to explain how they wait for the green man before crossing the road. Parents provide most meals and snacks and the childminder ensures they drink regularly through-out the day. The childminder has a positive approach to behaviour management. She is an excellent role model as she patiently and calmly explains to children why it is important to share. Consequently, children are very well behaved and developing good manners. They learn to be considerate towards each other and begin to learn what is expected of them in ways that foster their confidence and self-esteem.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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?	2

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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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