

## Inspection report for early years provision

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<b>Unique reference number</b>	401486
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Rachael Flesher
<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 was registered in 2001 and lives with her children aged 17, 15, 14 and 12 years, in a terraced house on the outskirts of Harrogate. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is a foster carer.

The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age group at any one time. There are currently two children in the early years age group on roll. The childminder is also registered on voluntary and compulsory parts of the Childcare Register. The childminder supports children with learning difficulties and disabilities and who speak English as an additional language. Local shops and schools are within walking distance. The family have two dogs, a cat, a rabbit and a guinea pig.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Due to the strong partnerships in place and systems for monitoring and assessing children's progress, the childminder has a good understanding of children's individual needs, interests and stages of development. These are well provided for to ensure all children are supported, making good progress in their welfare, learning and development. Effective systems are in place to ensure the setting runs smoothly and children are safeguarded and included. The childminder has begun to regularly evaluate her practice and provision in order to identify areas for development, and improvements made to date have had a positive impact on the outcomes for children.

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

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

- continue to develop self-evaluation systems to ensure an ongoing cycle of review and continuous improvement
- continue to develop systems for recording and sharing children's achievements, progress and interests with parents and others

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

Well organised documentation, policies and procedures required for the safe and efficient management of the setting are in place and implemented. These are regularly reviewed and shared with parents, ensuring all children are included, safeguarded and their welfare, learning and development needs met. The premises are clean, safe and secure and the steps taken to promote children's health and

well-being are effective. The childminder has a good understanding of the procedures to follow in order to safeguard children.

The childminder has begun to regularly reflect on her practice and provision, through seeking the views of the children, parents and others and completing the Ofsted self-evaluation form. This leads to key strengths and areas for further development being identified and targets for improvement are set accordingly. The childminder has worked hard to make improvements since the last inspection and recommendations have been successfully addressed to further promote children's safety. Training, support and resources are accessed from the local authority and other services to ensure her knowledge is up to date and children and their families receive the support they need to further promote the outcomes for children.

Strong partnerships and effective information sharing systems are in place with parents, other settings where children attend and a range of professionals that contribute to children's achievements and well-being. Children's progress and achievements and the detailed information gathered, is shared with all concerned and the childminder works with parents to support their children's learning and development in the home. As a result children's individual needs are planned for and met, they are supported during times of transition and continuity in their care, learning and development is provided.

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

Children are happy and settled and warm responsive relationships between the childminder and the children are established. They have good manners, play nicely with each other and are learning to share and take turns. Clear rules are in place and children are developing a good understanding of acceptable behaviour, dangers, and how to stay safe through activities and discussions with the childminder. They are learning to take responsibility for their personal care needs and their independence is fostered well. Children's good health is promoted through the good hygiene practices adopted. Daily opportunities for fresh air and physical activity and a choice of healthy meals and snacks are also provided.

Children are learning about their community and wider world and the childminder makes full use of the services available locally, for example, through the children's centre and visits to the shops, to provide further play and learning opportunities for children. Children with learning difficulties and disabilities and who have English as an additional language are appropriately supported and included and children are learning to value and respect each others differences. Funding, professional advice and resources are sourced to further meet children's needs. The childminder also gathers key words from parents, and ensures their correct pronunciation, to promote their home language in the setting and foster their sense of belonging. Resources reflect the children who attend to enable them to make connections in their play with home. Further resources are provided to promote discussion about difference to extend children's understanding of, and positive attitude to, equality and diversity.

Effective systems are in place to identify the unique needs, including any additional learning and development needs, interests and learning styles of all the children who attend and plans for them accordingly to support them to make good progress. The childminder regularly observes and assesses children's learning and development across the six areas of learning. She has begun to record this information to further enable her to share children's needs, achievements and the good progress they are making towards the early learning goals, with parents and others. Next steps in their learning and development are identified and provided for through the well resourced learning environment and planned adult-led focussed activities provided. This ensures children's play and learning experiences are enjoyable, personally meaningful and appropriately challenging.

Good continuous provision, both indoors and outdoors, and well maintained and easily accessible resources ensure children can freely access all areas of learning independently to lead and direct their own play and learning. Children confidently move around the setting, selecting resources and become deeply involved in their own imaginative play, making connections with their personal experiences as they role-play doctors. Others make marks on paper and practise their emerging handwriting with well developed control. They enjoy having stories read to them, singing songs, baking, gardening and creative activities such as painting. The childminder takes her lead and cues from the children, following their interests and supporting their learning through exploration, investigation and discussion where appropriate. Adult-led activities are also provided to extend their learning and to support children to develop particular skills. As a result, the needs of all children are routinely met and all are making good progress in relation to their starting points and capabilities.

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

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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](http://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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