

Inspection report for early years provision

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Inspection date	28/09/2009
Inspector	Thecla Grant
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1998. She lives with her husband and three children aged five, nine and 12 years old in the south band area of York close to shops, parks and local transport links. The whole of the ground floor of the childminder's home is used for childminding purposes and an enclosed garden is available for outside play. The childminder cares for children from Monday to Friday between the hours of 7am to 6pm.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years old. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association, and is a qualified nursery nurse with the National Nursery Nursing exam board certificate. She is also a member of the School partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are fully met in this exceptionally well organised setting, and they make consistently high progress in their learning and development. Children's welfare is promoted extremely well and safeguarding procedures are effective; improvements made since the last inspection shows the childminder's dedication to sustaining high standards. She has excellent systems in place to work in partnership with other providers who deliver the Early Year's Foundation Stage, and mostly involves their parents in their children's learning. The childminder successfully recognises that each child is an individual and makes sure that no group or individual is disadvantaged. The quality of the self evaluation gives the childminder a good understanding of the strengths and weaknesses of her 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:

- continue to encourage parents to be involved in supporting their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is competent in maintaining records and implementing the policies and procedures required for her provision. She ensures that children are

safeguarded and their needs are effectively met. The childminder is fully aware of her responsibilities to protect children, and has devised robust systems to make sure all children are safeguarded whilst at her setting. She regularly uses risk assessments to conduct checks to maintain the safety and security of her home, and constantly strives to provide high quality care. Further to this the childminder constantly evaluates her setting identifying plans for the future. For example, she has recently secured a grant to modify her garden, thus promoting children welfare.

Resources including the space provided significantly enhance the learning environment. As a result, children make excellent progress in relation to their starting points and capabilities. The childminder is highly motivated and keeps abreast of new childcare initiatives by attending regular training courses and workshops, and successfully implements these into her setting. She effectively promotes equality and diversity through activities, toys, equipment and planning. For example, the planning for boys and girls, stem from their individual profiles.

The childminder has made excellent links with other providers delivering the Early Years Foundation Stage, and is fully committed to using this link to positively promote outcomes for the children. For example, a new Children centre which will be built on school grounds, and the childminder plans to liaise with the staff with regard to starting a childminding drop in group. Very good systems are in place to seek parent's views about her setting. She regularly shares information with parents and encourages them to share what they know about their children, especially when they first attend, but parent's involvement with their children's learning is not consistent.

The quality and standards of the early years provision and outcomes for children

The childminder maintains the learning environment so it significantly enhances children's learning and development. For example, the garden is extremely well thought out and includes areas for growing vegetables, herbs and flowers; therefore children develop skills for the future. Children show their willingness to make choices and participate in the setting as they confidently change the dry sand to wet sand; after making sand castles they use flags of different countries to stick on top. Children are interested in what is provided, and they take responsibility for themselves as they investigate their surroundings. Freely choosing what they want to play with, they concentrate on their easel painting, using bright cheerful colours and show pride at their efforts. Children know the routine well and independently play indoors and outdoors as they wish enjoying the wealth of resources provided.

Children fully benefit from planned purposeful play and exploration which fosters active learning. They have plenty of opportunities for mark making on the chalk board, and further develop their communication language and literacy skills through the interactive story sacs activity. Children are self motivated they show keen interest in imaginative play with the dolls and prams. Children are provided with regular opportunities to develop their problem solving, reasoning and

numeracy skills. For example, whilst fitting their gardening gloves they learn that each hand has five fingers. Further to this children learn about the world around them through visits to local places of interest.

Information from observations and assessments are used extremely well. As a result, each child is offered an enjoyable and challenging experience across the areas of learning.

Children have formed strong attachments to the childminder, they are taught about keeping safe from an early age through well established routines and reminders. As a result, young children are contented and feel safe and secure. The childminder has very good systems in place to safeguard children and promote their welfare. For example, she is trained in delivering first aid, therefore, children are well taken care of if they are ill or have an accident whilst at the setting. Systems in place for children to adopt healthy lifestyles are robust; they freely access fresh air and exercise, and successfully learn about good health through well thought out activities which promote nutrition. As a result, children learn to make healthy choices about what they eat and drink. The childminder has a secure knowledge and understanding of 'safeguarding children' issues and procedures.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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