

Inspection report for early years provision

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Inspection date	23/04/2010
Inspector	Carol-Anne Shaw
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.

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Description of the childminding

The childminder was registered in 1981. She lives with her family in a house situated within walking distance of the Falsegrave area in Scarborough. The back playroom, kitchen and toilet on the ground floor, and the small bedroom on the first floor are used for childminding. There is an enclosed back yard available for outside play, she has shared use of a beach chalet with another childminder.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding three children, one of these is over eight years old, and one is in the early years age group; they attend for a mix of full days and part-time sessions.

She is a member of the local Scarborough childminding group. Local parent and toddler groups are visited. The childminder has two cats as family pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the welfare requirements with success, to meet the needs of the children, ensuring they are happy and secure. The childminder uses her knowledge of the learning and development requirements to complete observations, which suitably monitor the children's progress. Positive relationships are in place with the parents, promoting consistency in meeting the children's individual needs. The childminder has formed effective links with the other setting the children attend. She has completed risk assessments for her home and outings; however, the ones completed for individual outings are basic. She demonstrates a suitable commitment to continuous development and systems for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the risk assessments for individual outings and ensure they are reviewed before embarking on each specific outing.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong commitment to safeguarding children. She clearly understands the indicators of abuse and the procedures for reporting concerns, which are outlined in the written policy shared with parents. The effective organisation of the setting, the use of necessary safety equipment and the safety checks completed daily, mean the childminder is vigilant in minimising risks to children. She has completed written risk assessments for her home and

outings, however, the ones completed for outings are basic; in discussion the childminder was very clear about her procedures for outings, ensuring the children remain safe. The childminder is organised and maintains her records, ensuring the needs of all children are covered consistently and parents' wishes are respected. Daily registers clearly record children's attendance, and information regarding the administration of medication and accidents is well documented. The childminder is aware of the need to record the details of complaints, using the record forms in place.

The childminder continues to attend the required training, for example, updating her first aid and attending the Early Years Foundation Stage workshops. She reflects on her practice and continues to maintain her documentation to support good practice. The recommendation raised at the previous inspection has been addressed, consequently improving the childminder's understanding of using the Early Years Foundation Stage to promote the outcomes for children.

Information about the children is shared effectively with parents, both verbally and in writing. There are many written policies, including safeguarding, complaints and information regarding the Early Years Foundation Stage. In addition, daily discussions ensure parents are aware of their child's well-being and the activities they have enjoyed. She recognises the value of the links she has developed with the nursery which children also attend, this complements the children's care and learning. The childminder completes learning journals for individual children, which contain monthly observations; these are dated, linked to the areas of learning and are starting to reflect the next steps. In addition, the childminder is completing an overview of developmental progression for each child.

The childminder values all children and is fully informed about their individual ways and interests. They are included in activities which are adapted to meet their individual stages of development. They begin to learn about the wider world through the provision of resources, which promote positive images of diversity. The visits to the local childminding group provides other opportunities for creative activities linked to different celebrations, such as, Christmas and Chinese New Year.

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

The children are happy and secure within the welcoming, inclusive environment. They can select from the wide range of play materials due to the good deployment of resource boxes. This contributes to the development of their independence and supports them in becoming active learners. The childminder positively interacts during play by discussing what they do, and encouraging the exchange of language to contribute to the development of their vocabulary and communication skills. The planning of activities is linked to the places they visit each week and activities associated with the times of the year. At other times, opportunities are spontaneous and children are consulted about what they want to do; overall, children receive a positive balance of adult-led and child-initiated experiences and have access to all areas of learning.

The children have secure relationships with the childminder and turn to her for support. They are safe and settled in the childminder's home environment. The children are provided with many worthwhile learning experiences, which contribute to the development of their future skills. In addition, they attend local groups, where they can interact with other children, explore and take part in group activities to further develop their social skills. Children independently select books of their choice, sit down, turn the pages and pretend to read the story with interest. Older children begin to give meaning to the marks they make as they explain the pictures they draw. The childminder positively supports the children's understanding of number and colour; for example, they look for numbers as they walk home from nursery. The children use their imagination in many ways as they dress up, play with dolls and pretend to go shopping. They develop an understanding of technology as they explore the interactive toys. The children learn to express themselves creatively through the many activities provided at the groups they attend with the childminder. They have opportunities to use musical instruments and a variety of different media, such as, paint and collage materials.

The many worthwhile activities contribute to the development of the children's physical skills: these include regular access to the beach. The childminder has a beach chalet she shares with another childminder, to give children access to exercise and fresh air as they play on the beach. They explore a wide variety of play materials and go for walks within the local community. The children are provided with a varied, healthy, balanced diet, which incorporates some of the children's favourites, such as, fish pie and rice pudding. Regular access to drinks during their stay ensures they remain refreshed and hydrated.

The children learn to stay safe because they learn about hazards and the consequences of their actions during discussion. They learn about acceptable behaviour through the effective methods the childminder uses. She regularly praises children's achievements and they know the expectations of the childminder. As a result, the children learn to respect others, play cooperatively and behave well. The childminder's home is well maintained, clean and tidy. Within the daily routine children develop a good understanding of personal health and hygiene.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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