

## Inspection report for early years provision

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<b>Unique reference number</b>	401970
<b>Inspection date</b>	24/09/2009
<b>Inspector</b>	Lindsay Helen Dobson
<b>Type of setting</b>	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 August 2001. She lives with her family in Rawcliffe on the outskirts of the City of York. The whole of the ground floor of the childminder's house is used for childminding, with use of the family bathroom on the first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years. There are currently 20 children on roll, all of whom are cared for on a part-time basis. Of these, six are in the early years age range.

The childminder is a member of the National Childminding Association and the local North York Childminding Group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are progressing well in all areas of learning and development. They are confident, happy and are recognised as unique and their individual needs are met well. The childminder is calm, caring and interacts well with the children. Written policies and procedures are shared with parents and contribute to the smooth running of the childminding service. A good partnership with parents and other early years settings is developing with the exchange of regular information. The childminder has started to self-evaluate her setting and demonstrates a commitment to continuous improvement.

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

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

- ensure all risk assessments contain required information, such as the date they are carried out
- further develop the systems for self-evaluation, to clearly identify areas for improvement.

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

The childminder ensures that children are well safeguarded and always supervised by herself. She completes contracts and children's registration forms with parents and records children's times of arrival and departure accurately. She has a written safeguarding policy and is clear about the action she would take if she had any concerns regarding the children in her care. The childminder has updated and enhanced her knowledge further by attending a safeguarding training course. The childminder ensures children's health and safety as she completes both visual and

written risk assessments on the premises and equipment, however, some of these records lack sufficient detail, for example, the date they are carried out. The childminder further supports and teaches children about keeping themselves safe; they practise emergency evacuation from the house, learn about road safety and begin to understand safe practice, such as not talking to strangers. The childminder ensures that young children wear wrist bands when on outings which display her mobile phone number.

The childminder has started to self-evaluate her provision and is using the Ofsted self-evaluation form to support her in this process. She has clearly identified the strengths of her setting and has gathered feedback from the parents to enable her to incorporate their views. The childminder has met the recommendations raised at the last inspection, however, as yet she has not clearly identified some areas of weakness to fully promote continuous improvement. The childminder is pro-active in developing her service, she attends available training courses and seeks support from other local childminders and the local authority development worker.

The childminder supports parents well as she provides very flexible care arrangements. She keeps parents informed about routines and activities each day through conversation and shared daily diaries. The childminder has implemented additional systems, such as e-mail and text to ensure parents are kept fully informed about their child's care and development. The childminder is a member of the local partnership and is developing good links with other providers of the Early Years Foundation Stage (EYFS), for example, the local school, which enables her to promote continuity in the children's learning. The childminder positively promotes equality and diversity with the children, she engages them in celebrating a range of festivals and provides them with free access to resources which raise their knowledge and understanding of the wider world.

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

The childminder has created a homely, caring environment where children can play safely and happily. The children are given choice of activities they want to do and have good access to a range of balanced resources. The childminder is good at dividing her time between the children and offering reassurance to any that are feeling unsure. She speaks to children in a calm, caring manner and is consistent in her approach. The children are well behaved and respond to her well. The childminder is developing her systems for observing and monitoring the children's development. She is currently using spontaneous and planned observations supported by photographic evidence to show how the children are progressing. The childminder shares the children's developing profiles with the parents.

Children are progressing well in all areas of their learning. They are able to develop their imagination through role play and were observed having a lovely time dressing up, making cups of tea and dressing the dolls with the childminder's support. Children are able to develop their physical skills through carefully planned outings in the local area. For example, they visit the local park and walk to feed the ducks. The childminder takes the children out each day to various groups, such

as tumble tots, toddler groups and the local York North childminder's group. These outings enable the children to develop their social skills and engage in a vast range of exciting and interesting experiences, for example, on a play day at the childminding group, they enjoy creative and malleable activities which include spaghetti, crazy soap, moon sand and soap flakes. Children enjoy looking at books alone and together. The childminder reads to the children and they join in with familiar text and when the childminder asks them questions. This introduces the children to new vocabulary and raises their self-esteem as they receive positive praise for their responses. The childminder ensures she gives time to all children whilst reading the story, stopping to look carefully at the pictures with the children when they make comments.

Children interact well together and with the childminder. They talk constantly about what they are doing, for example, as they complete sticker pictures they chat to each other and the childminder about the numbers, colours and pictures they can see and the patterns they make. The childminder promotes children's understanding of the world around them and how things work. She joins in as they play with the small world trains and explains about the magnets which pull the trains along. Children also learn about nature and animals as they play, the childminder encourages the children to name the animals and match them together with their babies. The children really enjoy this and receive very positive praise as they name the animals and shout out the noises they make.

Children are beginning to learn about healthy lifestyles and good hygiene practices. The childminder talks to the children about what they would like for snack. The children are aware of the healthy options available as they choose to have raisins and apple with crackers. Children can freely access their own individual drink cups throughout the day and the childminder ensures that these are constantly refreshed for the children. The childminder provides all meals and snacks for the children and is very aware of any individual dietary needs. Children are provided with individual flannels for hand washing and drying purposes, which helps to prevent cross infection and further promotes the children's health and personal 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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