

Inspection report for early years provision

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Inspection date	09/09/2009
Inspector	Diane Lynn Turner
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 has been registered since November 2007. She lives with her husband and two children aged 12 and six-years-old in a detached house on the outskirts of York. The house is within walking distance of the local school, park, shops and other amenities. The whole of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities located on this level. There is an enclosed garden at the rear of the property for outdoor play. A rabbit is kept as a pet.

The childminder is a member of the National Childminding Association and is registered by Ofsted to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age group. She is currently minding two children in this age group, who attend on a part time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and is currently caring for three children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children and their families very well and supports their individual needs effectively. She promotes their safety and welfare in a consistent manner and the children are secure in their relationships with her. They are offered a good range of learning opportunities both in the home and the local community and these support their development well. The childminder develops good partnerships with the parents and is aware of working collaboratively with any other settings the children may also attend, to ensure continuity in their learning. She has started to evaluate the service she provides and to identify areas for future improvement but the system is not yet fully developed to ensure she focus on the most significant areas for development.

What steps need to be taken to improve provision further?

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

- develop the system for self-assessment to ensure continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes
- continue to develop the assessment system to help make informed decisions about children's progress and how the next steps in their learning and development will be met.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in safeguarding children and the importance of providing a safe environment to help them feel secure. Her home is well-organised and good use is made of the available space. As a result, the children move about freely and confidently. They access their own resources and know where particular items, such as craft materials are kept. The childminder's regular use of the toy library also helps enhance the range and effectively extends the children's choice. The childminder is vigilant in carrying out risk assessments on all areas of her home and for outings and these are reviewed when any issues arise, to ensure the children's ongoing safety. For example, the trampoline was moved to a safer location after a child had a minor accident when using this. She shows she is committed to developing her knowledge through training and is currently working towards a level 3 qualification in childcare. She talks passionately about her commitment to this and readily acknowledges the positive impact the course has had on her practice.

The childminder strives to provide a service that is inclusive for all children and their families and promotes equality and diversity successfully. She has previous experience of caring for children who have required additional support and she establishes good relationships with all the parents, which ensures information is shared effectively. This starts when the placement begins and continues throughout the child's time with her. For example, parents are asked to complete an 'all about me form' for their child which enables them to share important information about their child's individuality, they are given copies of her well-written policies and procedures and she is vigilant in ensuring their written agreement is gained for each outing she takes the children on. In addition, individual daily diaries are completed, which provide parents with a good record of what their child has been involved in and enjoyed that day. The childminder monitors the children's progress in their learning and development effectively overall. She makes written observations of their responses to the activities, including what they have achieved and keeps a photograph of the activity and example of their work. She uses this information to identify the next steps in their learning but does not, however, use it effectively to inform future planning.

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

Children are happy and relaxed in the childminder's care. She responds to their needs in a caring and informed way and provides a good balance of child-initiated and adult-led activities, which enables them to learn in different ways. She skilfully interacts with them as they play and provides good support to give them the confidence to take part in new experiences, such as playing with sand. She encourages them to learn about living things by involving them in feeding the family's pet rabbit, discussing what the animal likes to eat and encouraging them to feel how soft his fur is. The children become captivated by the experience and squeal with delight as they observe him eating his carrots. The childminder

provides valuable opportunities for the children to learn about their own community. For example, they visit a nearby soft play provision where they can also observe animals in the outdoor area, and they enjoy outings to the National Railway museum, Castle museum and the local park where they have picnics. The younger ones also have valuable opportunities to socialise with others as they attend the local childminder group, and they enjoy feeding the ducks on the pond.

The children have opportunities to develop their creativity as they use materials, such as paint, and they develop their imagination and recreate domestic situations as they care for the dolls. For example, they enjoy feeding them and taking them for walks in the pram and show concern when they accidentally drop one. They enjoy the freedom of having direct access to the garden where they can be active and physical in their play, enjoy fresh air and use equipment, such as wheeled toys. They use resources, such as bricks to build towers, and fill and empty containers in the sand, which helps support their early numeracy skills. They respond well to the routines and boundaries that are in place and as a result they behave well. For example, they spontaneously put the toys away after use, persevering until the task is completed. The childminder responds to their actions with lots of praise, which effectively raises their self-esteem and confidence, and shows that their efforts are valued and appreciated.

The children are supported well by the childminder in learning to keep themselves safe. For example, she reminds the youngest ones to use both hands as they use wheeled toys, and they wear wristbands with the childminder's contact details during outings, in case they become lost. They are all involved in practising the evacuation procedures in the home and are awarded certificates for taking a sensible and responsible approach during the drill. Children adopt positive hygiene practices, learning to follow good routines from an early age. For example, the childminder explains that she needs to wash her hands after changing their nappy and she ensures the children routinely wash their hands after activities, such as outdoor play. She helps them to learn the importance of using soap, rinsing this off and drying their hands afterwards on a paper towel. She ensures they follow their individual routines for sleep so they settle quickly, are well rested and wake refreshed.

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	3

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	3
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

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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