

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Christine Tipple
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 1996. She lives with her husband and two grown up children on the north side of Scarborough. The childminder is close to the pre-school and school where children are taken and collected on a daily basis. The childminder uses other local amenities in the community. The ground floor of the premises is used for childminding purposes and access to the bathroom only on first floor. There is an enclosed rear garden which is used for outside play.

The childminder is registered for a maximum of six children under eight years old, of whom no more than three may be in the early years age range. The childminder is currently minding 17 children of whom six are in the early years age range. Most children attend part time and for occasional sessions. The childminder offers care to children aged over five to 13 years. The childminder is registered by Ofsted on the compulsory and voluntary Childcare Registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and interests are highly valued and fully supported by the childminder. The caring relationships formed with the childminder and her commitment to the children's health, safety and well-being ensures children are self assured and happy in their surroundings. The observations and assessments carried out with the children provide a positive range of information which overall reflect all areas of learning so children progress well. The childminder works closely with all parents and has good links with other providers. This enables continuity and consistency in the care and learning children receive. The childminder has evaluated her practice and taken positive steps to meet the required changes and to identify areas to further improve.

What steps need to be taken to improve provision further?

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

- develop further children's observations to ensure their next steps to progress are clearly identified and link more effectively to the areas of learning which inform future planning.

The effectiveness of leadership and management of the early years provision

Clear and updated safeguarding policy and procedures are in place which provide relevant information and contact details of the support agencies. The childminder has recently updated her training in this area. The well presented and detailed risk assessments cover the childminders provision both indoors, outdoors and for outings. These along with the informed policies and procedures are reviewed and

are all shared with parents. This approach by the childminder helps to minimise accidents and to promote children's safety and well-being very effectively. Children access a good range and selection of resources which are on display. They can self select and make choices in what they want to play with. The childminder rotates these to ensure there is a variety of experiences to promote children's interests and learning so that their play is further developed and extended. Children help sort the glass and plastic for recycling and re-use old celebration cards for their creative activities. This positive approach to sustainability with the children is managed well and includes the younger children who know which bottles go in which bin and that other waste is used for compost.

The childminder spends time with parents and their children when they first attend as part of the settling in process. This includes the range of daily activities and meeting other children who also attend. This enables them to be familiar with the surroundings and the childminder's family, who also play a positive part with the children. The younger children's routines are further discussed, such as a new baby coming for a short session each week before starting fully. This enables individual needs and relevant support to be clearly identified. This is successful in reassuring parents and children of the high level of care and support provided by the childminder. Parents have good opportunities to talk daily with the childminder and to see their children's files, pictures and other relevant information. Feedback from parents gives high praise for the childminder in the excellent care and learning opportunities provided for their children and how they value her ongoing support. The childminder, over the years, has developed positive relationships with the local school and pre-school to share with staff children's ongoing interests and needs. This ensures parents are kept informed and helps the children to feel confident when they transfer into school or start pre-school.

The childminder has taken steps to introduce a positive balance of cultural celebrations through the year. The childminder's equality policy is detailed and identifies the importance of promoting and valuing diversity and differences. This is supported since the last inspection with more images and different information and resources. The childminder supports all children to access what is provided and to adapt as needed so they all feel involved and engaged. Children visit and access various provision in the community, such as children posting letters, visiting the park and library. The childminder aims to further improve and develop her provision in what she provides for the children. The childminder has completed her self evaluation and this provides a positive approach to her self development and future progress. Parents contribute to the evaluation process both verbally and in writing. Children are helped to participate in the evaluation through discussions and through the observation and assessment process. The childminder is fully aware of making changes to improve outcomes for the children.

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

Children are very happy and settled with the childminder, the close relationships formed promote a positive sense of belonging for the children. They are confident and this enables them to make choices and to be able to select what they do in

their activities. This links to their various interests and the childminder takes these forward through a child-led approach. The routines of the day are managed well by the childminder to ensure children have time to carry out their activities and to come back to these as they want. This has a positive impact on how the children behave which is very good. The childminders calm and sensitive approach with them is a key strength and enables children to be secure and self assured. The childminder has established individual files for the children and these are detailed with regular spontaneous observations, notes and photographs which are dated. There is a system to record the children's continuing progress through the use of assessment sheets which provide details of the six areas of learning. However, children's next steps to progress are not clearly identified from the observations by the childminder to ensure these link more effectively to the areas of learning which supports future planning. The childminder knows the children very well and through the range of effective activities she is able to extend their skills and experiences to ensure progress is ongoing.

Children have a good selection of different mediums to be creative, such as collage, painting, gluing and making models, such as butterflies. The range of dressing up and small world resources, engage the children and extend their imagination. The children all enjoy playing together which enables them to share, take turns and build positive relationships. The childminder's supportive relationships with the children engage and motivate them. This is further enhanced through the ongoing interaction with them, to talk together and in the skilled approach by the childminder of open ended questions to enable children to think and respond. Introducing new words and enabling children to use descriptive language, such as describing the play dough as feeling 'squeeegee'. Stories and books are enjoyed and regular visits to the library further enhance this for the children. Resources are in place to enable them to develop their mark making skills and to formulate letters, such as in their name. Counting and using numbers and problem solving are managed through all aspects of the children's play. On the way from school they look at different shapes of bricks, whether they were the same size or shape and how many sides they had, this resulted in a new shape being identified which was an octagon. Children look at numbers around them and count how many pots are used for the play dough and how many sandwiches they have on the plate.

Children bake together and use the garden to grow sunflowers and cress and have water play and other physical activities, such as their own sports day. Children discuss home and visits they have had to grandparents and the childminder is very good at discussing what they have done when not with the childminder. Children use the local pre-school and other community facilities, such as the local park, gardens and the beach. They make dens in the garden and have picnics and nature walks looking at trees and conkers and watching the changing seasons through their daily outings. Children as part of their daily activities are made aware of the importance of keeping themselves safe. Children learn about road safety, practise the emergency evacuation procedure and learn to keep safe and to keep the play space safe and tidy. This enables children to take positive levels of responsibility and develop their independence and confidence. The clear information provided for parents on the care and procedures taken when children are ill is a positive approach to reduce cross infection. Children have the

appropriate provision to manage their personal care and to be informed about the importance of washing their hands. Children have daily walks twice a day to the school in all weathers this along with other physical activities contributes effectively to promoting a healthy lifestyle with the children. All children bring packed lunches and this is discussed with parents in relation to them providing healthy options. Children have access to various fruit and other snacks offered by the childminder.

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	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

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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