

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391037
<b>Inspection date</b>	09/10/2009
<b>Inspector</b>	Ingrid Szczerban
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her parents in the village of Farnhill near Skipton. The ground floor comprising living room, dining room for sleeping, study, conservatory and kitchen are used by children. Toileting facilities are also on the ground floor. There is an enclosed garden for outdoor play. The front door is used for access, there are no steps and the pathway to the door is on a gentle slope. The family have guinea pigs and chipmunks. Regular outings to toddlers, soft-play centres and parks are undertaken. The childminder is a qualified nursery nurse.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for four children, three are in the early years age range. All the children attend on a part- time basis. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

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

Overall the quality of the provision is good.

The overall effectiveness of the early years provision is good. Detailed attention is given to meeting the care, learning and development needs of children. Children partake in a wide range of activities and make good progress in their learning. Inclusive practice is promoted and children are valued and respected as individuals. The childminder is able to assess her provision well, and can identify areas for improvement. She demonstrates a good capacity to continuously improve the service she provides.

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

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

- develop links with other settings delivering the Early Years Foundation Stage.

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

Children are safeguarded well. The childminder and household members are suitably vetted, and good practice ensures that children remain safe both on the premises and on outings. Comprehensive written risk assessments are effectively implemented to ensure that children are kept from harm. The childminder has suitable knowledge of child protection issues, and holds a current first aid certificate. The home is clean and well-maintained, and children use separate hand towels to prevent the risk of any cross infections. All potential hazards on the premises are minimised. There is a clear sickness policy, which is rigorously implemented to ensure that against the spread of any contagious illnesses.

The childminder manages her provision very well. She uses effective means to evaluate and improve the service she provides. The Ofsted self-evaluation has been completed in detail, she consults with parents as to their satisfaction with the service, and follows recommendations made by the childcare coordinator. As a result she has improved her planning for children's activities and completed training on the business-side of childminding. The childminder is committed to ongoing training, she meets up with local childminders regularly to share information and ideas. Since she was registered the childminder has made safe the garden for children, it is now fully enclosed.

Partnerships with parents and carers are strong. There are good systems in place to exchange information and extend children's learning at home. Daily diaries are kept and discussions take place each day. The child development records are freely available to parents. The childminder has received exemplary references from parents. Parents each receive an information pack by email which contains all the policies and procedures. The childminder keeps all necessary written consents from parents. However, no links have been made yet with other settings which deliver the Early Years Foundation Stage, such as the pre-school where children attend.

Equality and diversity are valued. The childminder introduces children to festivals from around the world. They try foods and listen to music from other countries. The toys and books which children use reflect positive aspects of diversity, hence they learn to appreciate similarities and differences. Children are able to choose what they want to do from the toys kept in the living room, which are stored at child-height. Additional resources are kept upstairs, these are rotated to ensure they are age-appropriate and also to sustain children's interest. The childminder has made a photographic catalogue of all the toys, this is used by children to select any particular item they wish at any time. Thus they are become increasingly independent and learn to make decisions.

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

The children make good progress in their learning and development. Excellent observations and assessments are made by the childminder. These include what children are interested in, what they are learning and their next steps for progression. The childminder gathers detailed information from parents before children begin, this helps her to be able to progress children's development as soon as they start, it also ensures that she is aware of and able to plan for, their individual interests. Plans are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

The children are happy and settled, because the childminder provides a regular routine for them based around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. High-levels of individual attention are given to children, and they are confident in their surroundings. They move

around the home freely and select what they want to do. For instance, they love to use the play-kitchen equipment, and the childminder supports their interest by suggesting they could make some dinner for the dolls. Children are well-behaved. They enjoy taking responsibility and smile broadly in response to the praise they receive, as they help to tidy away toys.

The childminder provides mainly home-cooked healthy and nutritious food for children, and fresh fruit is given daily. Children are encouraged to help with food preparation. They help to make sandwiches and the childminder talks about foods which are good and bad for them, so they begin to learn how to make healthy choices. Children receive fresh air each day on outings or when playing in the garden, and they rest and sleep according to their individual needs so that they remain healthy. Children delight in developing their physical skills and coordination as, with close supervision they gleefully ride on wheeled toys down the sloped garden path.

Effective practices are employed to ensure that children learn how to keep themselves safe. The childminder teaches children each day about road safety. Children learn about fire safety as they practice the fire drill, and the childminder reminds children to clear away toys so they do not trip over them.

Children have a great interest in animals. They like to see the childminder's guinea pigs and chipmunks, and this has been extended by the childminder who takes them to visit animal farms. This learning is further promoted through using books and two-year-olds can now identify animals from around the world such as elephants, zebras and crocodiles.

## 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