

Inspection report for early years provision

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Inspection date	30/09/2009
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 1987. She lives with her husband and one adult daughter in the village of Hunmanby near Filey. Children have use of a designated play room, kitchen and conservatory on the ground floor of the property and access to the bathroom on the first floor. There is an enclosed rear and side garden for outdoor play.

The childminder is registered for a maximum of six children under eight years of whom three may be in the early years of age. An exception to this ratio to allow 4 children in the early years age group is made for the children named on the variation request. The childminder currently cares for eight children of whom six are in the early years. The childminder cares for children over five to eight years and she is registered by Ofsted on the compulsory Childcare Register.

The family have a number of pets; one dog, two guinea pigs, stick insects, and 2 ducks. At the smallholding where children visit there are two horses, one pig, two goats and 11 ducks.

The childminder member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, safe and stimulating environment where their individual needs are fully recognised and supported by the childminder. Children make good progress in all areas of learning and this is managed very well by the childminder who has a good understanding overall of how children develop and learn new skills. The partnerships established with parents is excellent and supportive links are in place within the community which promotes a shared approach to children's ongoing needs. The childminder has taken positive steps to evaluate her practice and to maintain continuous improvement through assessing areas to develop. She attends ongoing training to extend her knowledge and skills further.

What steps need to be taken to improve provision further?

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

- extend details in relation to the safeguarding policy to ensure it is in line with the Local Safeguarding Children Board guidance
- further develop how children's individual next steps are identified and used to inform future planning.

The effectiveness of leadership and management of the early years provision

The childminder is very organised and efficient in her practice, all required documentation is in place to effectively promote children's safety, health and welfare needs. However, the safeguarding policy in relation to child protection does not fully reflect the Local Safeguarding Children Board local guidance. The childminder has informed and detailed risk assessments in place which cover all aspects of her provision for the children. These along with her comprehensive policies and procedures are regularly reviewed to ensure they continue to reflect her practice and current requirements, which give utmost priority to children's well-being. The playroom offers children the wide range and selection of well organised quality resources and equipment which promote and support children's learning needs in all six areas. The children are able to see all that is provided as labels and written descriptions of what's inside the boxes are easily recognised by them. They have good opportunities to self select most resources at their level. The childminder ensures that other resources at a higher level are readily accessed as the children choose and includes adapting activities so all children take part. The children are actively engaged in the care and support to the environment and animal care. They recycle and have their own compost bin which is used for their planting and growing areas. The children are involved along with the childminder to support animal charities and take an active part in the childminders small holding which has animals and an allotment. All this provides the children with excellent first hand experiences of caring for other living creatures and protecting their environment.

The childminder is effective in promoting diversity and equality. The children learn about other cultures and this has resulted in sponsoring a child from Uganda which has been a positive experience for them to share their different lifestyles. Information and other activities engage the children and raise their awareness of different celebrations in their community and the wider world. The excellent feedback from the parents gives high praise and positive comments on the wonderful range of quality activities and experiences their children receive. Daily contact and sharing of information both verbally and through the excellent displays is a key strength of the childminder, to ensure parents are secure about the care and support their children receive on a daily basis. The childminder promotes a flexible service to meet parents childcare needs. This ensures they feel confident in the continuity of care in place. The parents receive a welcome pack which is detailed and informs them about the service offered. The regular newsletters keep them up to date, such as with any changes or additional outings. The parents questionnaires and thank you cards all substantiate the positives and their appreciation of the wonderful provision the childminder provides for their children. The children's learning files have photographs and descriptions about what their children are doing and these are very much enjoyed by parents. The tracking books of the children's progress enable parents to add their comments on their children's achievements. The childminder is actively involved in the community along with the children. The links with the playgroup and other facilities is very good. School contact is promoted positively by the childminder and continues to be encouraged by her.

The childminder is enthusiastic about her role as a childminder and in the consistency of the quality of care she provides for the children. She evaluates what she offers and this is reflected in her commitment to training and gaining a qualification. This approach ensures a positive impact on the development of the outcomes for children's ongoing care and learning needs.

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

The childminder implements the Early Years Foundations Stage effectively with the children. This provides them with very good opportunities to extend their learning and development in all areas. The childminder knows the children very well and this enables her to be confident to identify their varied interests and effectively support their needs. The children's learning files are very detailed and demonstrate what the children experience with the childminder through photographs and captions. These link into the children's tracking books which have all areas of learning where the childminder records each child's development. The ongoing observations and assessments recorded by the childminder do not always identify children's next steps to progress which informs her future planning. The well resourced playroom enables the children to access most resources and to have a level of continuous play through the day. The childminder has weekly plans and themes and some activities are adult -led initially and then children can take this further for themselves. Children are confident, secure and happy with the childminder who ensures a regular cuddle and reassurance is readily available. This is sometimes needed more as the children develop their sharing skills and to take turns. The childminder responds sensitively to the children and leads by example through praise and encouragement which enables the children to be self assured.

The childminder takes positive steps to ensure she minimises cross infection this includes promoting good hygiene practices with the children. They know about washing their hands and additional wipes are on hand at all times to ensure good practices are maintained wherever they are. Children are provided with all meals and snacks by the childminder. The food is freshly sourced and most vegetables are organic and all food is home cooked. The childminder is keen that children have a nutritious balance in their diet and to reduce salt and sugar and any preservatives. Children use a chart to add what they have had of the five a day fruit and vegetables. This engages the children to be informed about what they eat and in adopting healthy lifestyles from a young age.

The children enjoy having stories together and this is extended with their weekly visits to the library in the village. Children have additional props and role play resources which enhances their imagination and supports their interaction with each other. The childminder constantly ensures she engages the children, to ask questions which enable them to respond and share their ideas and feelings very well. Children have mark-making opportunities through a range of mediums and resources. The children self register with their name badge as they arrive. The children have excellent displays in the playroom and in the outside area of letters, words and numbers. Children have daily activities which promote their physical

skills, the outside play area provides a good selection of equipment to challenge the children. Daily fresh air and walks also promote active lifestyles. This is further enhanced through the children planting and gardening outside. They go regularly to the childminders small holding and allotment to collect vegetables for their dinner. The children see the animals, such as the horses and goats which enable children to learn about caring for them. Children enjoy bug hunting and seeing them in their natural habitats. The outdoor play area has been made safe for younger children to explore with a new safety surface. They also have visits to the museum, beach and art gallery which extend children's interests further.

Children have a wide selection of building and construction resources which boys and girls enjoy using their different ideas, such as making a tractor and birthday cake. Children have good opportunities to count, use numbers through their play. To sort and match, recognise shapes are integrated into all aspects of the children's play. Children weigh ingredients for their baking session and use a range of games, activities and songs which promote numbers and introduce words less and more into children's vocabulary. Children have regular daily activities to be creative which includes the babies and toddlers. The use of tactile resources and developing children's senses are well promoted using their hands and painting, collage, different brushes and utensils to make various patterns and the experience of making bread. The childminder gives high priority to children's safety which is reinforced through the children's daily activities in using tools and resources safely. The outings and regular walks enable children to learn about road safety, and children regularly take part in the evacuation procedure. The childminder incorporates through her planning of activities to talk about people who help us. Children are confident and this promotes their developing independence which contribute effectively to children having a positive sense of belonging.

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	1
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	1

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	1
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