

## Inspection report for early years provision

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<b>Unique reference number</b>	321230
<b>Inspection date</b>	19/11/2009
<b>Inspector</b>	Linda Cook
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1990. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of six children. She lives with her husband in a semi-detached house in the Acomb area of York. The whole of the ground floor is used for the purposes of childminding. There is a secure rear garden which is used for outdoor play and the property is near to local amenities, such as the school, play park, activity centres, library and other childcare groups. Six children are currently cared for, three of whom are in the early years age range.

The childminder is a member of the National Childminding Association and belongs to the local childminding network.

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

Overall the quality of the provision is outstanding.

The childminder is highly effective in promoting inclusive practice throughout her provision, incorporating the uniqueness and individual needs of each child attending into her daily plans. Children spend their day in an exceptionally well organised, warm, welcoming, child orientated home. Here they enjoy stimulating, interesting activities, keeping them busy and occupied at all times. The childminder demonstrates a conscientious, dedicated approach to continually develop the quality of service she provides for parents and their children, promoting high quality care, learning and developmental opportunities each day. She develops excellent relationships with all parents, providing them with extensive information about her setting and their child's day; enabling them to be fully involved in their child's care, learning and development.

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

To further improve the high quality early years provision the registered person should consider:

- develop further self-evaluation process to prioritise and target areas for development which maximise outcomes for children.

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

Children's well-being and safety is given high priority within the childminder's policies and procedures; the childminder has a secure understanding of her role in protecting children from abuse or neglect as demonstrated in her very clear child protection policy. Written risk assessments are completed and regularly reviewed covering all areas of the home, garden and outings. This ensures potential risks to children are recognised and effectively minimised. She ensures all the toys,

activities, equipment and furniture used by the children are always clean, safe and suitable for their use. The childminder is exceptionally well organised; documentation and record keeping is exemplary which further promotes the safety and welfare of the children and underpins the high quality care offered. All documentation is professionally presented and effectively organised to be accessible while ensuring confidentiality.

The childminder has undertaken a detailed self-evaluation and uses this to highlight areas for future development. However, although she has produced an action plan, actions are not prioritised to maximise outcomes for children. The recommendation made at the last inspection has been fully addressed increasing learning opportunities for older children. All activities involve all the children at their individual developmental level, as the childminder offers a fully inclusive programme of activities. The childminder regularly seeks the views of parents for feedback using questionnaires, in addition to discussion, to obtain their views. The childminder has very good systems in place to promote diversity. She has a positive attitude to providing all children access to her service, she works exceptionally hard to meet their individual needs and ensure all children and parents are made to feel very welcome. She regularly attends training to ensure her knowledge and skills are kept up to date.

Parents receive a wealth of information about the childminding service and their child's care and education. Parents have access to all policies, procedures and written records. Key information is put on to a disc and given to parents for their future reference. Daily diaries provide clear information about children's activities and routines. Individual progress records provide parents with further information about their child's development and achievements. Recently introduced technology enables parents, when they collect their children, to view on a laptop the activities they have taken part in that day. The childminder has developed strong links with the local playgroup, school and other childminders in the area and a two way exchange of information is successful in ensuring continuity of care and learning for children and smooth transition to other settings.

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

The education programme is extremely well organised with themes and activities tailored to the interests and abilities of the children who attend. These cover all areas of learning, ensuring children enjoy a broad, stimulating variety of activities that are designed to meet each child's developmental needs. Exceptionally good use is made of space with defined areas of learning. In the dedicated play room children complete art and craft activities, develop their imagination in the well resourced role play area and enjoy playing with sand. In the conservatory they enjoy playing on the floor with small world resources and in the lounge they spend quiet time, resting or reading stories with the childminder. The children are extremely confident in their surrounds moving freely as they choose activities in the different areas.

The childminder knows the children extremely well, she talks very positively about

their individual achievements and is delighted when a child takes their first unaided steps. Her exceptional patience and ability to give all the children including her own grandchild equal attention and support, is a key strength in ensuring children's inclusion. She has a very good knowledge of child development and an excellent understanding of how children learn through their play. She plays alongside them extending the knowledge and communication skills as they constantly chat to each other but equally knows when to stand back and allow the children to direct their own play and learning. As a result children are motivated, eager to learn and remain actively engaged. There is an excellent balance of adult and child led activities and planning is flexible to take account of the children's interests and needs. The children's learning records continue to be developed but clearly show through observations and photographs their secure progress from individual starting points towards the early learning goals across the six areas of learning. Their next steps are clearly identified and planned for in a way that incorporates their interests to maximise learning. For example, when one child developed a keen interest in dinosaurs, the childminder made a number line of dinosaurs to promote their counting skills and number recognition.

Children enjoy being creative and concentrate for extended periods of time to create their desired effect using a wide variety of resources and techniques. They use pan scrubbers, stamps and a variety of brushes to apply glitter paint and then decorated their pictures with snow flakes and feathers. They talk about the weather and monitor the seasons; showing great curiosity as they examine a tray of fallen leaves with a magnifying glass. They enjoy singing together with the childminder and completing action rhymes. They play musical instruments and younger children show great delight as they bob-up and down to the music they make. They develop their imagination to a good level as they dress-up and act out scenarios in the role play area. As they play in the sand tray they explore capacity and volume as they empty and fill containers. Children celebrate festivals from their own culture and that of others and the positive images displayed increases the understanding of cultural diversity and the wider world.

Children learn about keeping themselves safe through discussions with the childminder, for example, as she explains that if they throw sand it will get in their eyes. On site the regular fire drills promotes children's understanding of safety within the home. Children know to wash their hands thoroughly after using the toilet and before their meals; pictures and signs remind them to do this. Packed lunches are provided by the parents and the childminder provides healthy, nutritious snacks and regular drinks. Children enjoy and benefit from the fresh air and regular exercise as they play in the garden and enjoy walks to local parks and other childcare settings. Children are very well behaved and have been involved in devising the house rules promoting a sense of ownership and responsibility. They have very good manners remembering to say please and thank you, with gentle reminders from the childminder should they forget. Children clearly enjoy the time they spend with the childminder and are successfully developing the skills they need for their future success.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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