

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332864
<b>Inspection date</b>	18/11/2009
<b>Inspector</b>	Christine Tipple
<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 has been registered since 2006. She lives with her husband and three children aged 15, 10 and two years old in Burnholme near to the city of York. The childminder uses all of the ground floor and the bathroom on the first floor for childminding. There is an enclosed rear garden for outside play. The property is located within walking distance of local shops, parks, the library, schools and nurseries. The childminder on occasion uses her car for childminding purposes.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently minding five children in this age range. The childminder also offers care to children aged over five to 12 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and the local childminder support group.

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

Overall the quality of the provision is good.

Children are happy and settled and their individual needs are fully recognised and supported by the childminder. Children enjoy a wide range of activities and learning experiences, which overall enables them to progress in all areas effectively. The childminder gives high priority to children's ongoing safety and welfare. The partnerships developed with parents are very good and the links with the community and additional services all enhance children's experiences and skills. The childminder has taken positive steps to evaluate her practice which enables her to clearly identify areas to improve further. The childminder has consistently attended training since the last inspection and sought guidance and support from the early years support team.

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

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

- extend children's observations and assessments to ensure next steps are more clearly identified to inform future planning and progress.

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

The childminder has a detailed policy statement which covers all areas of safeguarding procedures, guidance and contact details of the relevant agencies. As with all her policies and procedures, these are reviewed and changes made to

ensure she remains up to date. The childminder is vigilant in her approach to protecting children in her care. The childminder has comprehensive risk assessments for all areas used with the children including outings. These are regularly monitored to ensure risks are minimised along with daily safety checks, which are part of the childminder's ongoing safety assessment. The range of other records and documentation is well presented and provides a positive reflection of the childminder's commitment and enthusiasm in what she does.

Children, with the childminder, take part in the recycling process by re-using celebration cards and magazines and other household materials for their junk modelling and creative activities. The childminder takes time to plan and prepare a variety of resources and activities to support children's needs and interests. She uses a range of local services in the community to extend the experiences provided for the children. The range of activities and resources is very good and managed very well by the childminder. The children can choose and self-select these as they are stored at a low level for them. The childminder ensures the range of what she offers is rotated to continue to motivate and engage the children's interests and enjoyment. The childminder has used her self-evaluation to assess and review her practice and to identify areas to develop further. The childminder is pro-active in her approach to her self-development and in attending a range of relevant training. This has enabled her to improve the quality of her provision through improving the outcomes for the children.

The policy statement on equality and diversity includes non-acceptance of any form of discrimination and promotes inclusion. This reflects the childminder's practice to provide a positive environment which promotes and values diversity. The children take part in celebrations and festivals through the year which encompass many from around the world. The partnership established with parents is very good. The childminder has a range of detailed information, including local services and information, which is shared with parents. The welcome pack informs parents of the routines, policies, procedures and activities provided. The daily dairies completed by the childminder include children's observations and photographs and these are well received by parents, who regularly add their comments. This provides a positive system of sharing information which fully includes parents. The recent parent questionnaire comments on the childminder's commitment to providing a high standard of care and how their children enjoy the range of play and activities provided for them. The childminder has developed very good links with the local community and in establishing a childminder support group. The opportunities for the children to access other activities and meet with other children support their social skills as well as extend their experiences. The partnership with the local school is good. The childminder receives the nursery newsletter which informs her of what the children are doing in relation to their activities and learning opportunities. This enables the childminder to work more effectively with the children in supporting their ongoing development and interests.

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

The childminder provides a range of play activities which effectively promotes children's ongoing learning through quality play opportunities. Parents provide

information about their children's needs, routines and interests, which provides the childminder with their starting points from which to build on and support their settling in. These are reviewed to ensure the information is kept up to date and to further strengthen the sharing of information and the link with home. Children are happy and engaged in what they are doing and the childminder promotes continuous provision with them. She monitors this through her planning sheet, which enables her to assess where gaps are in the range of play and learning opportunities provided. This promotes the variety and balance for the children and continues to provide a stimulating environment for them. The childminder offers appropriate guidance and support for all the children and is confident to know when to intervene and develop their play. She shares information with parents through the diaries about their children's activities and this is enhanced with photographs. This approach has recently included more detail of how these link to an area of learning and identify children's next steps. However, this is in the early stages and this information is not yet taken forward to ensure children's individual progress is monitored more effectively. The childminder knows the children very well and she has the skill and understanding to ensure they progress.

Children are secure with the childminder and the relationships formed are caring and supportive, which enables children to have a positive sense of belonging. The children happily talk with each other and with the childminder, who is very responsive and patient and manages her time well with each child. This ensures their needs and requests are valued and supported. Reading together and access to books enable children to choose their favourite story. The resource baskets have pictures and labels of what is inside so children know what each one offers and can make choices. Visits to the library, children's centre and other local places are part of range of activities offered. Children enjoy baking and making models and painting. Children mix their paints and use various media and tools to be creative with. Children have grown tomatoes, which they picked and ate. The sharing of some activities with the local nursery included going on a bug hunt and visits to the fire station. Numbers and counting are promoted through the children's everyday activities. Use of jigsaws supports children's skills to link different shapes together and make decisions about which piece fits where. Children were very skilled in this and the childminder extended the number of pieces with each jigsaw to challenge them further, which they managed very well. The childminder ensures children have role play and small world resources to dress up, which they enjoy, and again this extends their language and confidence in expressing themselves. Physical play occurs daily and fully promotes the children's varied skills and abilities from the youngest to oldest children. The garden, daily outings and use of community activities, such as dance and movement, fully extend children's experiences in using different equipment. Children are confident and are enthusiastic in what they do, and the relationships formed with each other and the childminder contribute to the children being self-assured and active learners.

The childminder has clear details in relation to safety and supports the children to be aware of keeping safe through activities and discussion. Children all help to tidy up, even the youngest. They learn to be aware of danger as they go out for walks and all hold hands. This daily approach reinforces the importance of keeping safe with all the children. The emergency plan and fire evacuation, which are carried out regularly with the children and recorded, further enhance the children's

understanding of safety issues. The childminder shares information with parents on eating five fruit and vegetables a day to promote healthy eating and this is reflected in the snacks she provides. These offer various fruit and vegetable sticks, which the children thoroughly enjoy. Parents provide their children's main meal and this is good in relation to ensuring their children have a nutritional balance. The provision for the children to manage their personal care is positive and children are informed of why they need to wash their hands. There is a range of detailed information for parents in relation to the care of children when ill and the relevant exclusion periods. The childminder is vigilant in her approach to ensuring she provides and promotes healthy lifestyles with the children. The childminder's behaviour policy promotes the positives with the children and ensures that unacceptable behaviour is challenged appropriately and discussed with parents. This provides an open and shared approach in working together in supporting the children and to provide consistency, which enables them to feel secure.

## 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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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