

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY338659
<b>Inspection date</b>	30/11/2009
<b>Inspector</b>	Christine Tipple
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 2006. She lives with her husband and two children, aged five and eight years, in the village of Strensall on the outskirts of York. The whole ground floor is used for childminding purposes, as well as the bathroom and a designated bedroom on the first floor. There is an enclosed rear garden for outside play, and the childminder also uses other facilities in the community. The childminder uses her car on occasion to transport the children.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. Currently there are three children attending in this age range. She may on occasion care for children aged over five to 11 years. The childminder is registered by Ofsted on 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. She has a childcare qualification.

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

Overall the quality of the provision is good.

Children's individual needs are effectively promoted by the childminder. Their ongoing safety and welfare is given high priority by the childminder. The children enjoy the positive range of resources and activities provided, which enables them to learn new skills and progress in all areas of learning. The partnership with parents works very well, and relevant information overall is shared effectively. The extended relationships with other providers and community provision is good. The childminder has made continuous improvement since the last inspection through attending training and gaining a qualification. She has completed her self-evaluation which enables her to further assess her practice and identify areas to improve upon.

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

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

- extend the opportunities for parents to contribute to their children's ongoing learning and development
- extend the safeguarding information in relation to allegations of abuse by persons living or working with children on the premises.

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

The childminder effectively promotes children's safety and security through the informed policies and procedures in place. This includes updating her knowledge

through training in relation to safeguarding children in her care. However, the safeguarding policy is not sufficiently detailed in relation to allegations made against those living or working with the children on the premises. The childminder has informed risk assessments displayed, which are reviewed and include regular checks carried out on a weekly and daily basis. This provides children with a safe environment which extends to visits and outings. Other records and documentation are managed well by the childminder, who ensures these are kept up to date and include parental consent where required. The policies and procedures are shared with parents who sign these to ensure they are informed of the childminder's approach and practice. The childminder has used the self-evaluation form to assess her practice. She takes account of parents' comments from their questionnaires, discussion and advice from the local authority advisors, and the training courses which she has attended. This has enabled her to identify those areas she needs to further develop and make improvements in outcomes for children.

The good relationships formed with the parents provide a positive level of communication, which ensures children's individual needs are fully promoted. The young children looked after each day have a daily diary completed by the childminder. This shares information of the children's activities and achievements, such as learning to crawl and walk. The feedback from parents in the questionnaires is very good, they are highly satisfied and comment favourably on the positive range of experiences and activities offered to their children by the childminder. The children have their own development file which parents can access as they bring or collect their children; however, this does not always enable all family members to see or contribute to their children's development, which would further strengthen the links with their home. The childminder has taken positive steps to establish a system which provides parental consent for information to be shared with other providers where their children attend. This supports continuity for the children in sharing their individual needs and interests, as they continue to develop and progress.

The childminder, along with other childminders in the community, provide a range of activities for the children which promote celebrations throughout the year, this includes other cultures, enabling children to develop a positive outlook, and knowledge of the wider world. The childminder uses her playroom effectively to provide a broad selection of quality resources, which offer experiences and skills, to promote children's learning through their play. This supports their independence in selecting and making choices in what they do. The childminder uses the community toy library to further extend the variety of resources for the children, and ensure that they continue to be actively engaged and interested in what they do. Children contribute to recycling and see the different boxes for glass and plastic; the children wash out their yogurt pots to put in to the box. The childminder uses her car for outings further a field, but aims to walk with the children to most activities.

## **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 children's individual needs very effectively, which provides security and a positive sense of belonging for them. The children enjoy and achieve with the childminder as she further develops her skills in providing the Early Years Foundation Stage. The children are supported to lead their play and to make choices in what they do, and the childminder follows and supports these interests. The children have individual development folders containing photographs and captions of them at play, which the childminder links to the appropriate areas of learning. These provide information to enable her to identify children's next steps, which promotes their ongoing progress. Children move around confidently and are able to make choices through pointing; the resources are also stored at a low level. Individual routines are respected by the childminder, as shared and discussed with parents. Children use bricks and magnetic shapes on the floor, and these are well explored and used by them. Children visit the library to choose books and listen to story time. They have good opportunities to visit groups in the community where they extend their creative experiences and social skills.

Children count and use numbers through their various play opportunities. They see letters daily through their activities, displays and labelling on the resources. Children bake and count how many cake cases are needed. The playroom provides a range of resources and activities, such as small world and role play, which the children enjoy. Games and jigsaws promote matching skills, and problem solving as they develop and progress. The ongoing interaction with the children by the childminder is good and supports their communication skills and early language development. The children enjoy creative play and access various tactile materials, such as paints, collage and play dough. Children enjoy music through the use of different instruments, dance and movement, and in singing songs. Children use the space well to develop their mobility, and to explore and investigate. Outings are regular to the local parks and farm, as well as to group activities in the community. Children have regular outdoor provision, which is effective in promoting physical exercise and skills in using different tools and equipment.

The childminder places high priority on the children's safety and well-being, the children are confident in their surroundings which enables them to be self-assured. The children take part in the emergency plan, and parents are fully informed of the childminder's back up support in such a situation. The baby and toddler routines and safety needs are managed well by the childminder through her risk assessments. She discusses with the older children the importance of crossing the road in a safe way. This was also discussed with the patrol person at the school to get more information about road safety. The childminder group continue to develop links with the emergency services where the children can be more involved. The childminder is positive in her approach to teach all the children from an early age the importance of healthy lifestyles. The use of appropriate gels and wipes are provided, and the older children wash their hands before they have their food and after using the bathroom. The parents provide most foods for their children which are stored appropriately in the fridge. The range and selection is

good in promoting healthy foods for their children; additional snacks offered by the childminder provide a nutritious selection, such as breadsticks, different fruits, raisins and plain biscuits. Information is fully shared with the parents to ensure the childminder minimises cross infection when their children are ill. Children's behaviour is managed sensitively by the childminder through promoting kindness to, and awareness of others; they are encouraged to share, take turns and develop their manners. Children receive regular praise and encouragement in what they do, which ensures their confidence and self-esteem is well promoted.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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