

Inspection report for early years provision

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| Unique reference number | EY392485 |
| Inspection date | 16/11/2009 |
| Inspector | Carol-Anne Shaw |
| 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.

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 2009. She lives with her husband and two children. They live in a large village on the outskirts of York and are within walking distance of parks, a primary school and shops. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register to care for a maximum of five children under eight years old at any one time. There are currently seven children on roll, of whom three are in the early years age group, all but one attend on a part time basis.

The family have a dog as a family pet. The childminder uses her car for childminding purposes.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after in a warm, caring environment where each child's individuality is recognised and supported ensuring that their welfare, learning and development needs are met. The effective partnership with parents contributes significantly to the continuity of care. The childminder has started to evaluate her practice by reflecting on what she does with the children. She is developing her knowledge and understanding of the Early Years Foundation Stage (EYFS) through attending training events to support and develop her work as a childminder.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observations and assessments to clearly show children's progress and possible next steps in learning and development
- develop the resources and activities to promote children's understanding of diversity and the wider world

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory. The children's welfare is safeguarded because the childminder understands her responsibilities in relation to child protection. All the adults in the home have completed checks, there is a policy which shows the steps she would take if there are concerns about a child. Children are well supervised and suitable safety measures are in place to keep them safe in the home, garden and on outings. To support this, written risk assessments are in place and visual checks are carried out daily. Resources are

well maintained and made accessible to the children. The childminder ensures they are used effectively to support children's welfare, learning and development.

The childminder enjoys her role and children are settled and happy in her care. She has completed all the required registration training, including obtaining a certificate in paediatric first aid. She is developing her knowledge and understanding of the EYFS to support her childcare practice.

The childminder provides a safe and accessible environment for the children. She has daily discussions with parents for information sharing and by getting to know families well, she is able to meet the children's needs effectively. All the required records are maintained and policies and procedures are in writing, so that parents are made aware of her service. The childminder liaises with other providers of the EYFS to support children attending other providers.

The childminder has flexible daily routines to ensure that all children's needs are met. She supports children with a range of resources and play materials that are readily available, to enable them to follow their interests and the childminder ensures they are used effectively to support children's learning and development. However, there are limited resources and activities available to support children's understanding of diversity and the wider world.

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

The children are settled and happy in the childminder's care, she ensures they each receive individual attention. She identifies their starting points from her own observations and the detailed information received from parents. She responds to their interests by ensuring appropriate resources are available and easily accessible to them. Children's ongoing development is recorded. The childminder has started to do observations and links this to the regular updates with parents. However, because the childminder is still developing her knowledge and understanding of the EYFS Learning and Development Practice Guidance she is not yet using this information effectively to plan for children's possible next steps towards the early learning goals in the six areas of learning.

Space and resources are organised well to allow children access and choice in their play, which actively promotes their independence. Children enjoy the activities they take part in and are interested in new activities, as well as regularly returning to their favourites. Children also enjoy outside play in the garden where they access a range of resources and apparatus to develop their physical skills.

Children's individual eating and resting routines are followed as a matter of course by the childminder. She is fully aware of their dietary requirements and agrees with parents as to how these will be met. Children sit at the table together to eat their meals and snacks, which provides social time and an opportunity for them to develop their social skills. Children learn the importance of adopting appropriate personal hygiene routines as they wash their hands before snack. They learn about safety procedures, as the childminder discusses the emergency escape drill with

the older children and they learn about road safety as they walk to and from school.

Children are secure and develop a sense of belonging whilst in the childminder's home. They receive positive support, encouragement and praise which helps to build their confidence and self-esteem. Children respond well to the childminder's appropriate behaviour management, which takes account of their level of understanding and maturity. The childminder encourages children to be kind to each other and to share and take turns.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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