

Inspection report for early years provision

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Inspection date	18/11/2009
Inspector	Linda Cook
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 was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of six children and is currently caring for three children part time. She lives with her partner in a rented house in Norton, Malton which they share with other tenants. Minded children have access to the whole of the ground floor apart from the utility room and use the upstairs bathroom. The back garden is used for outdoor play and there is a pet dog who has a separate run in the garden. The property is within walking distance of the local school and other childcare facilities from where the childminder is willing to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively promotes children's welfare and learning and she provides a safe, welcoming and inclusive environment. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. The childminder has started to introduce formal systems to observe and assess children's progress. The childminder is committed to improving practice for the children in her care and is in the early stages of completing and implementing her self-evaluation process. This enables her to reflect on her practices, provide a service based on the individual needs of the children and is a sound basis for her to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems to monitor and self-evaluate practice in order to ensure continual improvement and target and prioritise developments to improve outcomes for children
- develop further systems of observation and assessment to identify and plan children's next steps that clearly evidence their progress towards the early learning goals from their individual starting points.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding children. All adults in the household are checked to ensure their suitability and children are closely supervised. She has attended child protection training and has a clear written policy to follow should she have concerns. The childminder gives supervision of children and keeping them safe high priority, she has the necessary safety equipment in the house; written risk assessments and daily check lists further ensures children's safety.

The childminder has all the required records and documentation in place. These include systems for recording accidents, medication, obtaining the required parental consents and children's details. A set of clear policies and procedures, which are individual to the setting and are shared with parents, ensure the quality of the service provided. The childminder is committed to improving her practice and is in the early stages of self-evaluating her provision, developing her ability to recognise some of her strengths and areas for development. However, she has not yet drawn up an action plan to target and prioritise developments to improve outcomes for children. She is currently working towards a level three childcare qualification and has attended regular short courses since registration to increase her knowledge and skills.

The childminder provides an inclusive service for all children which meets their individual needs. Her home is warm and welcoming and she provides a good range of resources and activities which are tailored to each child's ability and interests. She establishes satisfactory relationships with parents. She asks them to complete a 'this is me booklet' about their child to ensure she is aware of their starting points and welfare needs. Verbal and written information is exchanged daily to ensure parents are kept fully informed of their child's day and they are invited to add their comments to daily dairies and parents views of the service are sought through parental questionnaires. The childminder has established good links with the local school and speaks to staff as she delivers and collects children. They exchange information to ensure consistency in care and learning and to aid smooth transitions. She has contact with other childminders and the local authority development worker as she attends local cluster group meetings on a regular basis.

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

The childminder has a good understanding of the 'Early Years Foundation Stage' and she plans and provides a wide range of interesting and stimulating activities to help the children make progress across all areas of learning and development. The childminder works well with parents to gather information about their children's starting points. She observes children at play and begins to use this information to chart children's progress and plan their next steps in learning. Children's assessment records include written observations, next steps in learning and photographs to illustrate the children's enjoyment and development. However, as these are still in their infancy they are not yet fully effective in evidencing children's progression towards the early learning goals.

The childminder dedicates time to playing and talking to the children. She sits at the same level as the children as they play and she responds spontaneously to their interests. The childminder shares warm relationships with the children, who are happy and secure in her care. She knows the children well and is able to meet their individual needs and preferred learning styles effectively. As a result, the children are inquisitive, confident and very eager to learn.

The children develop good self-help skills as they access toys, choose what they want to do and when to have snack. They show an interest in the world in which they live. For example, they talk about the birds they see in the garden and want to know where they build their nests. They enjoy junk modelling and explain to the inspector that they are going to use glue to stick these two together so they don't fall off. They correctly name the colour of the paints they are using and mix red and yellow together to make orange. Children develop good communications and are very eager to learn as they constantly chat to the childminder and ask questions. The childminder is attentive to their needs answering their questions and is skilful in asking others to extend their learning and thinking. They problem solve and learn to count in every day activities, for example, as they complete jigsaws and count the pieces as they put them back in the bag.

The childminder promotes children's social, physical and economic well-being. The children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day and are encouraged to blow their noses. They are well nourished and develop an awareness of healthy eating because the childminder provides healthy snacks and meals which include fresh and dried fruit. Children learn how to protect themselves from harm as the childminder explains why it is not safe to walk around with scissors and children regularly practise emergency evacuations. They enjoy the fresh air as they walk to and from school and develop their physical skills in the garden as they ride wheeled toys, use a small trampoline and slide.

The children develop a sense of belonging and they move around with ease and confidence. They are able to make decisions and they take responsibility as they help to tidy up and help to clean the table before snack time. The children clearly enjoy their time with the childminder and they thrive on her interaction and attention.

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	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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	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

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

Met