

Inspection report for early years provision

Unique reference number	401298
Inspection date	04/02/2010
Inspector	Christine Snowdon
Type of setting	Childminder

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1988. The family live in Harrogate, North Yorkshire and there is one adult son in the household. Their home is within walking distance of schools, shops and play parks. The whole of the ground floor is used for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years and offers care for children up to 11 years. She currently cares for five children in the early years group and two older children, who all attend on a part-time basis.

The childminder is a member of the Harrogate and District Childminding Association and regularly attends toddler groups with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly valued as individuals and provided with a good range of activities and resources, which supports their learning and development needs very well. They are cared for in a well-organised and homely environment, where they are kept safe and secure at all times. Most of the required documentation is in place and used well to support her good practice. The effective working relationships with parents and carers contributes significantly to the childminder's sound knowledge of the individual needs of all the children in her care. The childminder is developing good systems to record the children's progress towards the early learning goals and share them with parents. She undertakes good self-evaluation of her provision and includes the views of parents, as she continues to develop the service she provides.

What steps need to be taken to improve provision further?

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

- develop further the children's learning folders, to include their next steps in learning and consider ways to encourage parents to contribute to these
- update the risk assessments, to include an assessment for all individual outings and trips undertaken.

The effectiveness of leadership and management of the early years provision

The childminder has detailed written safeguarding procedures in place and makes the parents fully aware of her responsibilities in protecting children. Through

attending training on a regular basis, she keeps her skills and knowledge up-to-date. Information, along with contact details for the relevant agencies are all on site and the Ofsted poster is displayed for parents. Records, such as, those of accidents, fire drills and attendance are all kept up-to-date and signed by parents where appropriate. The childminder is very safety conscious and ensures children's safety at all times. For example, the outer doors are kept locked, to ensure no one enters the premises uninvited. All visitors are signed in and out, as well as their identities checked when appropriate. There are written risk assessments in place that cover all areas of the premises and garden. These, along with the childminders supervision and good practice, ensure children play safely and freely whilst on site. However, not all trips and outings have been included within the risk assessments.

The childminder has been childminding for many years and has a great deal of experience and knowledge of caring for children. She is very motivated and committed to keeping her skills up-to-date, through attending training, reading articles and sharing good practice with other childminders. The childminder has fully embraced the Early Years Foundation Stage and has addressed the recommendation raised at the last inspection. She has completed the Ofsted self-evaluation format and regularly seeks the views and feedback from parents. These systems help her to monitor her own practice and bring about continual progression in the outcomes for children.

The childminder has exceptionally good working relationships with the parents and carers. Parents inform the inspector that she is extremely supportive and gives them useful help and advice with any problems they share with her. They acknowledge the wide range of activities and learning opportunities provided and appreciate how she encourages and develops their children's individual interests. The childminder has regular contact with the parents and carers, giving verbal feedback on a daily basis. In addition, photographs of the children are often sent to them over her mobile phone, enabling them to enjoy their children's activities as they happen.

The childminder operates an inclusive practice and warmly welcomes all children into her setting. Children get out and about in their local community and access a range of resources depicting race, culture and disabilities. This helps children recognise and value the importance of respecting one another and their differences. Children experience effective continuity of care and learning, because the childminder has good working relationships with the local nursery. This ensures a smooth and happy transition into their next early years settings.

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

All children are happy, confident and settle easily into the welcoming and child-orientated environment. The childminder knows the children very well and plans and provides a wide range of activities and resources that reflects their individual interests and stages of development. The bright and colourful storage systems are all labelled and provided at child-height. As a result, children self-select and make

independent choices in their play and learning. Children make good use of all the downstairs area and move freely and safely as they play. All children make good progress towards their early learning goals, because they are provided with a wide variety of fun and interesting play based activities. This is effectively enhanced through the childminder's positive interaction and good questioning techniques. Children's progress is well documented in their individual folders and supported with photographic evidence, observations and assessments. However, their next steps in learning is not always identified and planned for. Parents know they can access their child's folder at any time and the childminder encourages them to do so, although they have not been asked to contribute to them, other than when they first start at the setting.

Children benefit from the warm and homely environment, where their uniqueness is fully recognised and promoted. They demonstrate confidence and proudly show the inspector the many photographs of themselves displayed within the setting. They use their language skills to recall and explain what activities they were taking part in and what happened next. Children enjoy a warm and trusting relationship with the childminder and respond warmly to her. They show a keen interest in books and after making their choice, snuggle up closely under a blanket to enjoy the story. Children listen well, as the childminder reads their favourite story of Peppa Pig, they point to the various pictures, as she asks related questions as the story progresses. Children have lots of opportunities to draw, write and make marks. Their understanding of writing for a purpose, letters and numbers are well supported and encouraged through the many labels and posters displayed around them. Children develop their artistic creativity, as they make cards for a parent's birthday. They say they want the tractor sticker on their card and carefully peel off the backing and attach it. The childminder tells them it's a blue one and asks them if they can find another one the same colour, which they do, demonstrating their observation and colour recognition skills. The childminder assists with writing the text and encourages them to add their own marks. Children's understanding of number and counting is developing very well. They confidently count the childminder's fingers and say there are five, she asks if they know what number comes next and they answer six. They concentrate well, as they complete the various jigsaws, turning the pieces around and making them fit.

Children enjoy learning about nature and living creatures. The many photographs displayed depict the various flowers, insects and animals they have found on the various visits to places of interest. Their physical good health is effectively promoted, through lots of fresh air and outdoor activities. For example, they enjoy the many opportunities at the play areas where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment. Indoors children have great fun, as they hop about excitedly, pretending to be bunnies. Next they lay very still on the floor, then jump up shaking their arms and legs to the words of the scarecrow song. They are very proud to show the inspector their latest achievement and do a well coordinated summersault, saying 'it's a roly-poly'.

Children are very independent in their self-care tasks. They go to the toilet themselves and know to wash their hands after doing so. This is very well promoted, through the low level paper towel dispenser and notice reminder of good hand washing practice, through pictures and words. In addition the

childminder reminds them to do so before their snacks and meals. Children are learning about keeping themselves safe on site, through practising the emergency evacuation drill. When asked about what they do if they hear the loud noise, they say they run to the door. When out on their walks in the countryside the childminder explains to them why they should not touch the plants, as they can make them sick, or in the case of nettles, sting and hurt them.

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