

Inspection report for early years provision

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Inspection date	01/02/2010
Inspector	Lindsay Helen Dobson
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 was registered in 2008. She lives with her husband who is a registered assistant and two sons aged three years and one year on the outskirts of York. The whole of the ground floor of the childminder's house is used for childminding and consists of a play room, living room with dining area and kitchen. There are also toilet facilities on the ground floor and children have access to an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years. There are currently two children on roll, both of which are in the early years age range.

The childminder walks to local schools to take and collect children. She attends local childminding groups and visits local parks and other places of interest in the community.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a caring and inclusive setting, and are supported by the childminder who is fully committed in meeting their individual welfare and development needs. The childminder demonstrates a good knowledge of the Early Years Foundation Stage (EYFS), and children make good progress. The childminder has effectively implemented a process of self-evaluation, which enables her to identify strengths and areas for development and fully supports her ongoing commitment in maintaining continuous improvement. The childminder works very well with parents, and is aware successful relationships with other providers will ensure the successful delivery of the EYFS. Overall, an effective range of policies and procedures is in place which underpins the good service provided.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary medical advice or treatment (Safeguarding and welfare) (also applies to both parts of the Childcare Register).
- 15/02/2010

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

- update the record of risk assessment to include any assessments of risks for

outings and trips.

The effectiveness of leadership and management of the early years provision

Clearly written policies and procedures are in place and followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding of child protection issues and her knowledge of the possible signs and symptoms of abuse, and the procedures she would follow should she have concerns. Effective written risk assessments and visual safety checks ensure the suitability of indoor spaces, furniture, toys and the garden; this combined with appropriate supervision minimises any potential risks to children. The childminder is fully aware of keeping children safe on outings and makes visual checks of any places the children visit. However, she has not yet added the outings she undertakes with the children to the record of risk assessment.

There are strong working partnerships with parents. The childminder has relevant policies and procedures reflective of the many aspects of the care provided and these are made available to parents. However, the childminder has not obtained written consent from parents to seek emergency medical advice or treatment and this is a breach of regulations. A useful daily diary is completed for parents, and they are encouraged to contribute to this to ensure a shared care approach. There is daily discussion on arrival and collection of the children and information is readily shared between home and the childminder that supports children's individual needs, for example, meals and sleep patterns. The childminder is committed to developing links with other providers who will share the care of the children when they are older, for example, nursery workers and this will ensure that there is continuity in the delivery of the EYFS. The childminder gains good quality information about children's starting points, backgrounds and home language, as well as children's and parents' preferences. Through her interaction, discussion and resources the childminder demonstrates a positive and proactive attitude towards issues of diversity and equality. This sets the foundation for equality for all children and their parents.

The childminder is dedicated to her role and is proactive in her approach to developing her knowledge. She keeps up to date with childcare developments through accessing training, by working closely with other childminders and the local authority development and support worker. The childminder understands the importance of sharing good practice. She uses self-evaluation well to reflect on her provision and has identified her strengths as well as areas she plans to work on for improvement. Well-organised documentation supports her practice, enabling her to care appropriately for each child and work in partnership with parents.

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

Children are happy and confident, and it is clear that they feel safe and very much 'at home' in the company of the childminder and her assistant; consequently, they

settle well. They confidently access the toys and activities as they move around all downstairs rooms. Strong relationships have been built with the childminder and it is clear that they are very fond of each other. For example, they involve her in their play and happily approach her for help and support. Children are becoming independent as they begin to choose their own resources from a very young age. They have many opportunities to socialise with other children, and learn to co-operate and share the toys. They enjoy stories and have a good range of books to choose from which the childminder provides in both their own language and in English. The childminder supports their language development very well. She speaks to the children in their home language and repeats familiar words in English to enable them to become multi-lingual. She takes her time to ensure children understand her and she ensures she listens to their comments. The childminder asks the children relevant, open-ended questions to encourage them to think for themselves.

The childminder provides a balance of planned and child-initiated play experiences. She makes regular observations of children's achievements and interests and uses these to plan relevant and motivating activities. Observations are recorded in individual journals, which are supported by photographs of the children and some of their art work. These journals are shared with parents, when they want to see them and at planned reviews, where the childminder and the parents sit down together and discuss their children's development in detail. This allows parents to be fully informed of current learning objectives and enables them to support their children at home. Parents receive further information about the setting and current themes and topics in the daily diaries which the childminder completes and through the ongoing discussions.

Children have good opportunities to role play and act out their own experiences. Very young children pretend to make food in the small kitchen and feed the dolls with the bottles before giving them a cuddle. Musical instruments are freely accessible to the children, which they thoroughly enjoy playing, for example, children play with the bells, tambourines, drums and small keyboard. They also enjoy hearing the nursery rhymes which the childminder encourages them to sing along to and they dance as they hear the music. Many of the resources available to the children are made from natural materials and offer children very good opportunities to develop their feel and sense of texture and touch. Young children play with the treasure basket, picking out various items and feeling them. For example, children look at a coconut shell, a soft brush, wooden spoons, cork, sponges and tin lids.

Children have many first-hand experiences which enhance their all round development and provide them with skills for the future. For example, children from a young age help the childminder to wash the fruit for snack and prepare the lunch. They begin to understand about the ingredients used and how the food goes into the hot oven to cook. The childminder provides the children with a very nutritious and varied range of home-cooked meals with weekly menus keeping the parents informed of the children's diet. Snacks of fresh and dried fruit contribute to the children's healthy lifestyle as does the personal hygiene routines the children are involved in and the daily opportunities for fresh air and exercise. Children play out in the childminder's garden with a range of ride-on toys, on the slide and they

enjoy playing in the sand. Outings within the local community include visiting toddlers and the childminding group, where they enjoy socialising with their peers and joining in with craft activities. They regularly go to the library and the toy bus, which broadens the variety of books and resources they have access to. Children's behaviour is positively promoted by this calm and caring childminder. She is consistent in her approach to the children and they are learning the boundaries of the setting. The childminder offers the children continual praise for their efforts and achievements and encourages them to praise each other through clapping and cheering.

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 15/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 15/02/2010