

Inspection report for early years provision

Unique reference number	321180
Inspection date	10/02/2010
Inspector	Rosemary Beyer
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 has been registered since 1994. She lives with her adult children in a semi-detached house in the Beckfield Lane area, on the outskirts of the city of York. The whole of the ground floor of the house is used for childminding purposes. This consists of a lounge, playroom/dining room, kitchen and cloakroom. There is a fully enclosed rear garden available for outside play. The family has one cat.

The childminder is registered to care for six children in total and is included on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll, five of these are in the early years age group. Children are cared for on a part-time basis. The childminder takes and collects children from local nurseries and Carr Infant and Junior Schools.

The childminder attends the local childminding group. She is also a member of the York Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has excellent relationships with parents which ensure she has very comprehensive information about the children when she starts to care for them and that this is kept up to date. This knowledge enables her to provide care tailored to children's individual welfare and development needs and to ensure they are making good progress. Children are safe and secure at all times and enjoy learning about the local area and the world around them.

Partnerships with parents, school, nursery and other agencies ensure the children's needs are met and they receive any additional support they need. This means children make good progress given their age, ability and starting point. The childminder has started to complete a self-evaluation process to plan for improvements in the future and ensure any concerns are identified promptly and acted upon, resulting in a service which is responsive to the needs of all its users.

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 assessment and monitoring process to ensure children are making progress
- develop opportunities for children to learn about the natural world
- develop the uncollected child policy to include notification of Ofsted.

The effectiveness of leadership and management of the early years provision

The childminder has comprehensive policies and procedures in place to ensure the safe and efficient management of the setting, although notification of Ofsted is not included in the uncollected child policy. These are made available to parents so they are aware of her responsibilities for safeguarding, welfare and learning. Through regular review of her paperwork and risk assessments the childminder provides an environment where children can play safely, enjoy learning and be healthy. She ensures unauthorised persons do not have unsupervised access to the children and security of the premises is a high priority. She has a good understanding of child protection issues and procedures.

Children's welfare is fostered very effectively by the childminder who ensures they eat healthily, have fresh air and exercise, and learn about good hygiene. The premises are clean and well maintained and the garden safe for them to use, with new equipment due to be installed in the near future. Fire safety equipment is in place and clear emergency evacuation procedures have been devised. These are practised with the children so they are familiar with the procedure.

Monitoring processes have started to be introduced to ensure children make good progress in their learning, whatever their starting points. Information from parents when children start to attend and observations during settling in visits are used as a basis and then developed as children become settled and participate in a wide range of activities. Each child has a development file and a daily diary to provide parents with a record of their time with the childminder. Photographs, observations and pieces of work show how they have developed and progressed. Activities are provided across all areas of learning, although opportunities to learn about growing things are limited. An annual review form is also completed for each child.

The childminder has started to develop the self-evaluation process and has plans in place for future improvement of her setting. She has consulted parents and children about the care she provides to gauge their satisfaction. Since the last inspection the childminder has developed the resources available to raise children's awareness of diversity, improved hygiene practice by providing paper towels for drying hands and developed her child protection procedures in line with the local safeguarding guidance. She has also had new doors installed to enable children with wheelchairs easier access to the garden and adapted storage to allow more self-selection.

Relationships with parents are extremely good. The childminder works with them very successfully to ensure children's needs are met and any concerns addressed quickly. Parents have written very complimentary letters for the inspection and value the work she does to meet their children's needs. They are confident the children are safe and happy and that they enjoy being in her care.

Very good relationships are in place with the nursery, school, and preschools the children attend, and this ensures information can be exchanged so any additional support can be provided, such as practising to jump on the spot. The childminder

also has contact with outside agencies, such as speech therapists, for advice if needed.

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

The children are settled and comfortable with the childminder, quite happy for visitors to be present and to talk to them and show them what they are doing. They help themselves to resources or ask for other things to do. The childminder has informal planning but allows children to lead the activities, which then support their interests. She ensures they have a wide range of activities available covering all the areas of learning. Children's progress is assessed and noted in their development record through observations and samples of work but the childminder has not yet started to monitor their next steps. All the children are treated as individuals and the childminder takes account of their starting points, age and ability.

The children enjoy learning and are keen to try new things. During the inspection they used some musical discs from the toy library to make tunes and help with their balance, and had great fun moving from one circle to the other creating different notes. They also like other musical toys and instruments and thoroughly enjoy singing.

Children's vocabulary is developing well through conversation and discussion. They are becoming confident communicators and can make themselves understood, given their stage of development. They also like stories and rhymes happily sitting to listen and participating when asked. Books are readily available and they enjoy visits to the library to select books for themselves.

The children are developing an awareness of the wider world and have recently discussed Chinese New Year and tried Chinese food. They are also interested in technology, using the computer for simple games, and programmable toys and mobile phones for role play. The children are interested in animals and birds, but there are no opportunities to learn about the natural world by growing plants, although the childminder has included this aspect in her ongoing improvement plans.

Children learn to look after themselves by being careful with resources and developing good hygiene and road safety practice. They share, co-operate and support each other well in their play given their age and understanding. They also behave well in the stimulating, encouraging environment the childminder provides. Clear, simple house rules are in place and consistent implementation gives them security. Good manners are encouraged and the children learn from the good role model the childminder provides.

Mealtimes are pleasant social occasions when the children sit together while they eat, chatting to each other and the childminder. She provides menus for parents with the emphasis on healthy eating, while respecting any cultural or religious requirements. The children have water available at all times for them to help

themselves. They have fresh air each day, either in the garden, the local park or walking to and from school and are able to rest as needed.

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	1

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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