

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Lindsay Helen Dobson
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 aged six and two years in a detached house in the Clifton Moor area of York. The children have access to all of the ground floor of the home, which consists of a lounge, kitchen, conservatory and toilet facilities. The main and back bedroom on the first floor are used for children to sleep. There is an enclosed back garden for outside 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 three children on roll, of which two are in the early years age range.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their families. Although she has only been minding for a short period of time, the childminder offers a good range of experiences in most areas to ensure children have good opportunities to make progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS), and systems for monitoring children's achievements are being effectively developed and implemented. The childminder recognises and meets children's individual needs as she works closely with parents to gather information about their welfare and starting points. This ensures that all children are included in the setting and the developing links the childminder has with other providers of the EYFS support all round consistency for children. The childminder is committed to developing her practice to ensure continuous improvement and is using the Ofsted self-evaluation form as the basis for this.

What steps need to be taken to improve provision further?

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

- ensure the complaints procedure shares accurate information, such as Ofsted contact details
- support children to value difference and diversity through the range of play resources and learning opportunities provided for them.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm as she has a good understanding of safeguarding procedures; she has attended a child protection course and recognises possible signs and symptoms of abuse. This is further supported by a safeguarding children policy, which is shared with the parents and shows clear procedures about who to contact should she have any concerns about a child in her care. Overall, the childminder has well-informed, clear policies in place to support her practice and documentation is organised effectively to ensure confidentiality. The childminder displays her certificate of registration and public liability insurance; this helps to keep parents informed about her setting. Detailed risk assessments, along with daily checks, further ensure that children are effectively safeguarded.

Children's independence is effectively promoted as they are encouraged to access resources from low-level storage which they do confidently. Resources are of good quality, interesting and age appropriate, however, there is a limited range of accessible resources and pictures which promote positive images of equality and diversity. The childminder is very positive in her approach to raising children's awareness of the wider world and has identified this as an area for future development. Daily routines ensure time is used effectively and meets children's individual needs, for example, with regard to their meal times and sleep patterns. Parents are kept well informed about their children through the use of a daily diary and verbal updates at the end of each day. They also have continual access to their child's learning profile which shows children's development through observations, assessments, their own work and photographs. On initial visits parents receive a copy of all relevant policies and procedures; this ensures they are well informed about how the childminder works. However, Ofsted contact details are not included in the complaints procedure to ensure parents are fully informed should they want to contact the regulator about the provision. Contact details are available in the setting, as the Ofsted poster is clearly displayed. The childminder is building strong partnerships with other settings and professionals involved with the children in her care. This ensures she can compliment and support the learning outcomes the children are working towards and provide continuity of care.

The self-evaluation of the provision shows the childminder's good understanding of her practice and the EYFS. She is developing her skills of self-reflection to further monitor and identify areas for improvement. The childminder is confident to seek help and advice in order to extend her knowledge and practice. She regularly meets with other childminders to share good practice and keep up-to-date with changes in legislation in order to improve the outcomes for children. The childminder has started to seek the views of parents with regard to the care their children receive. Some very positive comments have been received, for example, 'the childminder is very welcoming', 'she offers a lovely homely atmosphere', 'my children are happy, have lots of fun and are looked after by a kind, caring and warm person'.

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

Children are happy, settled and secure as the childminder effectively forms good relationships with them and successfully creates an environment that values all individual children's needs and interests. Young children settle quickly as the childminder provides individual attention, capturing their attention and successfully maintaining their interest, for example, through small world play, books and play dough. The childminder has attended a phonics course and promotes a language rich environment to support children's developing language and communication skills. As a result, young children are becoming confident talkers who use a developing range of vocabulary to express their thoughts and feelings. Children enjoy books and stories. They have good opportunities to access books, which the childminder reads to them or they look at independently, with more able children making up a story from the pictures they see. The childminder is knowledgeable about each child's abilities and what they enjoy doing. She skilfully anticipates and negotiates any behaviour issues and there are clear house rules to follow. Children are offered continual praise and encouragement from the childminder. Consequently, they are learning to show respect towards each other and care for the learning environment.

Children enjoy playing with the dolls; they pretend to feed them with both bottles and spoons, give them cuddles and then take them for walks in the buggy. The childminder chats to the children as they play and even the very young children act out caring for the dolls from their own imaginations and experiences. Children have great fun playing with a planned play dough activity. The childminder has pre-made the dough for the children and they identify the different colours as they get it out, such as red, green and yellow. All children are included in the activity as they sit to a small table and play with the dough. Children help themselves to a range of cutters and a rolling pin and they play for a sustained period of time, making shapes and talking to each other and the childminder about what they have made. Children have many opportunities to develop their creativity both in the childminder's home and at the local childminding group they regularly attend. Children paint, make models and enjoy baking activities. Children have recently been involved in making hedgehog bread rolls. The childminder skilfully uses such activities to incorporate all the areas of learning. For example, children learn about ingredients and how bread is made. As they were making hedgehogs the childminder talked to the children about the life of the hedgehog and children learn about nocturnal animals. The childminder continued this by using the bristles of her brush to enable the children to see what the hedgehog's back and spines might feel like.

Children's good health is well considered through daily physical activities, either within the home, in the garden, on local walks to feed the ducks and look at nature and in the park, where they have good opportunities to develop their gross motor skills. Children are protected from cross infection as they are encouraged to wash their hands before eating and after toileting and are provided with liquid soap and towels. The childminder implements an effective policy to exclude sick children and ensures parents are fully aware of this. The childminder prepares a

healthy, nutritious and varied range of meals and snacks for the children. She takes into account their individual dietary needs and ensures these are fully met. During the inspection children enjoyed a snack of banana, grapes and breadsticks. Children have access to drinks throughout the day. Children are beginning to learn to keep themselves safe. The childminder reminds the children to walk inside the home and encourages them to help to tidy up the toys to ensure the play area is safe. Children are involved in practising the emergency evacuation drill from the home and the childminder teaches them about road safety and 'stranger danger' when they are away from the setting. Consequently, children's all round welfare and safety are positively promoted when they are in the childminder's care.

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

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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