

## Inspection report for early years provision

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<b>Unique reference number</b>	EY400117
<b>Inspection date</b>	10/03/2010
<b>Inspector</b>	Kaldip Kaur Chaggar-Brown
<b>Type of setting</b>	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 2009 and is registered on the Early Years Register and on the compulsory part of the Childcare Register. The provision is open all year round except for the childminder's holidays. The childminder lives in a mid terrace house. The whole of the ground floor is used for childminding and there is a garden for outdoor play. Access to the provision is via steps to the front and rear entrances. The childminder lives with her husband and child aged three years in the Acomb area of York. The family has a cat.

The childminder is registered to care for a maximum of three children at any one time and currently has four children on roll, all of whom are in the early years range. The childminder takes and collects children to and from local schools. The childminder is a member of the National Childminding Association and is also part of Smile - Acomb Childminding Group. She has a qualification at level 3 in Home-Based Childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive good quality care from the childminder as she meets their individual needs well. All children are supported and they make good progress in their learning and development. Their welfare needs are effectively met through strong partnerships with parents. The childminder demonstrates that she has systems in place to evaluate her provision and to drive further improvements.

## **What steps need to be taken to improve provision further?**

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

- further develop the learning environment, particularly in regard to visual stimulation, to support children's learning
- develop further opportunities for children be involved in activities related to problem solving, numeracy and reasoning.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through the use of effective procedures, which include the childminder's knowledge of how to handle child protection concerns. The childminder has a good range of policies and procedures that have been developed in line with the Early Years Foundation Stage and are relevant to her provision. The childminder uses her initiative to seek help and support from a number of different types of media. This includes researching different ways to wean babies. This demonstrates that the childminder is committed to offering an inclusive practice as well as improving her knowledge and understanding of childcare issues.

The childminder has undertaken self-evaluation and she has identified areas for further improvement.

Children are kept safe through the effective use of risk assessments which include appropriate safety precautions, such as exit doors being locked to prevent unwanted visitors entering the premises. Records are used effectively to support the childminder's care of children. For example, the childminder and parents discuss and record children's individual needs in detail prior to children being cared for. As a result, the childminder ensures that activities are planned and arranged so that all children can join in with them.

Resources are very well used by the children and include those made from natural materials. Young children, as a result, are developing their sensory skills through exploring different textures, such as fir cones and clay. The learning environment is used well, although visual stimulation is not abundant with regard to reference information in the form of numbers, letters and pictures of animals for children to refer to. Children easily access resources that are available to them.

Parents receive good quality information about the provision and they sign to say they have read the policies and procedures. Ongoing communication results in parents being informed about their child's day and any progress and achievements in their child's learning and development. The childminder seeks out information about what children have been involved in while they were not in her care. Following discussions with parents, the childminder effectively liaises with external agencies to ensure children receive the support they need. The childminder has also built up links with other providers of the Early Years Foundation Stage to ensure that children receive continuity of learning and care. Parents are very happy with the care their child receives. The childminder actively seeks parents' views about her provision and any improvements she can make.

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

Children receive very good support from the childminder. She knows each child well and understands how they learn. She spends time with them, settling them and encouraging them to try new experiences as well as giving them space to play on their own. There is a very good balance of adult- and child-led activities which includes daily outdoor play. The childminder adapts activities to ensure young children are included; for example, she squirts shaving foam and sprinkles glitter onto a high-chair tray. As children grow in confidence they touch it and show delight by kicking their legs and smiling.

The childminder effectively plans for each child's individual learning, which is shared with parents. This results in children taking part in an enjoyable and challenging range of activities and experiences. For example, when making buns, children weigh out ingredients, mix them together and place the mixture in bun cases, and enjoy eating the buns when they have been cooked. Children are learning skills for the future as they play with electronic toys, on which they can push and turn buttons and knobs to make noises and to change colours. They

create snowmen pictures by using a computer mouse to move body parts around.

Children are encouraged to ask questions as well as return to things they enjoy playing with. They enjoy looking at books and listen to stories read by the childminder. Younger children are beginning to learn to count; for example, they count trains while sitting in a cafe. However, some opportunities are missed when developing children's understanding of numeracy and problem solving skills.

Children are learning about wildlife in their local environment as they watch a vole in the garden. They also made snowdrop pictures after seeing real ones growing in the grass. Children are learning about the wider world through valuable activities when they listen to French music, learn to say hello in Spanish, take part in flamenco dancing and play with African instruments.

Children are learning to keep themselves safe. For example, they know to hold onto the pushchair when they go out. Children are also learning to take small risks. On climbing frames they decide which parts they can climb on and which they cannot. As a result, children undertake appropriate challenges. They also learn to use smaller pieces of equipment well, such as whisks. Resources are of good quality, are interesting to play with and include homemade musical instruments. Children enjoy playing with the cheese box shaker.

Children's behaviour is managed appropriately. Children give praise to others when playing skittles and through such activities are developing an understanding of taking turns and sharing. They take part in a good range of activities when they socialise with others of their age including visiting other childminders and playgroups. They take part in outdoor activities including swimming and running round the park and looking for insects.

Observation and assessment records clearly show what children have achieved and records are mostly linked to the early learning goals. Children's next steps in learning are mostly identified. Additional learning and development needs are discussed with parents and external agencies and suggested plans are implemented effectively.

Children's good health is promoted through physical activity and healthy meals and snacks. Children are learning about growing food as they grew cress which they ate in sandwiches. They have access to their own drinks at all times. The childminder meets children's dietary needs well. Young children's home routines are well maintained, such as sleep times. This results in children being familiar with their own routine, which helps to settle 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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