

Inspection report for early years provision

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Inspection date	05/07/2010
Inspector	Diane Lynn Turner
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 February 2010. She lives with her husband and two children aged three and 10 in a semi-detached house in the village of Strensall, near York. All of the ground floor of the childminder's home plus a bedroom on the first floor is used for childminding purposes and there is an enclosed garden for outdoor play to the rear of the premises.

The childminder is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register to care for a maximum of five children under eight years, two of whom may be in the early years age group. She is also registered on the voluntary part of the Childcare Register and is a member of the National Childminding Association. There are currently five children on roll, one of whom is within the early years age group. They all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a well-maintained, safe and welcoming environment for children to play and learn. She pays good attention to working in partnership with parents to ensure her setting is an extension of the children's home life and that their individual needs and parents' wishes are met. Overall, children are offered a good range of activities which successfully support their learning and development, ensuring they make good progress towards the early learning goals. The childminder has only been registered for a short period of time but she has started to identify areas of her service that she would like to develop in the future, which shows a commitment to promoting continuous improvement and enhancing the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the system for self-assessment to evidence continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes
- provide more opportunities for very young children to explore and investigate, for example, by offering natural and everyday objects
- develop the resources to help children learn about the diverse world in which they live.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children. She has attended training in this area and ensures parents are made fully aware of her

responsibilities and the action she needs to take if she suspects a child may be being abused. She ensures risk assessments are carried out on all areas of her home and for outings and takes effective action to minimise any dangers. The childminder has devised clear policies and procedures which very successfully underpin the safe and efficient management of her service and she implements these effectively. For example, if a child becomes ill in her care the childminder monitors and records their temperature and contacts the parent if she feels the child needs to go home. This ensures the best course of action is followed for the child and that the possible spread of infection is minimised. The childminder organises her home well and enables the children to make choices in their play. Resources are presented at their level and the provision of child sized furniture, such as tables and chairs, and coat pegs at their height, means the children are able to reach activities comfortably and develop their independence as they hang up their own coat and bag. Toys and resources are well-maintained and the childminder has a reciprocal arrangement with another childminder which enables the sharing of toys, providing variety for the children. However, the provision of items to promote children's understanding of diversity, and exploration with the younger ones, is limited.

The childminder has worked in a variety of childcare settings and draws on this experience very effectively to provide good quality care in her home. She clearly enjoys her role and proudly discusses the experiences she provides to help children learn and develop. She meets up regularly with other local childminders to discuss elements of good practice and through listening to children and observing their interests she identifies what type of new resources to buy. For example, she has recently purchased more scooters so that all the children can join in with the activity. The childminder understands the value of self-evaluation in helping to monitor the quality of her service. However, this is still in the early stages and is not yet sufficiently rigorous in identifying strengths and priorities for development to evidence continuous improvement.

The childminder successfully promotes equality and diversity. She pays good attention to finding out about each child's needs, asking parents to complete an 'all about me' form for their child which helps her to meet their care routines and to establish the starting points in their learning. She understands the importance of working closely with providers of other settings delivering the Early Years Foundation Stage that the children may also attend, to promote a shared approach to their care and learning. However, the children currently attending do not attend any other settings. The childminder forges good relationships with the parents. They receive copies of all her policies and procedures when the placement begins and they know they can telephone at any time to check their child has settled. Useful information is displayed for them in the conservatory and they are able to borrow childcare magazines if they would like. The childminder is sensitive to the parents' particular circumstances and provides support wherever she can. For example, she provides a pick up and drop off service from and to the child's home for those who do not drive.

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

Children settle well in the childminder's care, enjoy their learning and make good progress. They are offered a good range of activities which cover all areas of learning and the childminder interacts very well with them as they play. For example, she encourages their communication skills and imagination as she talks to them via the play phone and encourages them to develop counting skills and colour recognition as they build towers with bricks. The childminder makes the children's learning fun and lots of laughter is evident. For example, the children enjoy the songs the childminder initiates, such as 'round and round the garden', waiting with anticipation and giggling with delight, as she tickles them at the end of the song. The childminder offers the children a good balance of activities. For example, she enables them to explore and choose resources for themselves and offers planned activities, such as making cards and wooden spoon faces to celebrate father's day. The childminder also takes the children for walks along the river to observe the ducks, horses and fishermen, which very effectively enables them to develop their knowledge and understanding of nature and their local community.

The childminder delights in the children's achievements and acknowledges these with lots of praise which raises their self-esteem. She enables them to develop their social skills and friendships as they have regular opportunities to meet up with another childminder and the children she cares for. The children learn to behave well because they know what is expected of them, such as taking off their outdoor shoes on entering the childminder's home. The children are encouraged to make a positive contribution to the setting. For example, they help to choose, plant and care for the flowers in the garden, which gives them a sense of responsibility and helps to make the area look attractive. The childminder keeps a learning journey to track the children's progress and this is shared with the parents. She makes careful observations of the children's responses to the activities and takes photographs of them at play. She then collates the information under the different areas of learning and from this she clearly identifies their next steps, such as supporting the youngest ones to extend their vocabulary now they are starting to use familiar words.

The childminder gives good attention to helping the children to learn about staying safe and healthy. For example, from an early age they are included in looking for cars before crossing the road, and the older ones have established boundaries they must follow on the walk to school, such as not running on ahead. The childminder practises the emergency evacuation procedures for the home with the children so they know what to do in the event of a fire and she encourages them to help tidy up the toys when they have finished playing with them to prevent trips and falls. As she plays with the youngest ones she reinforces safe practices, such as pretending the play food is hot and blowing this to cool it down before they 'eat' it, helping them to gain knowledge they can then put into practise at mealtimes. The children have daily opportunities to enjoy fresh air and physical exercise. For example, they play in the garden where they have opportunities to develop their coordination as they climb the steps to the slide, use wheeled toys and bounce on

the small trampoline. They are offered nutritious home cooked meals and learn about sourcing food as they grow fruit and vegetables, such as peas and raspberries in the garden. The childminder promotes hand washing with all the children as part of their daily routines. Posters are displayed in the toilet area to remind those who may forget and the children are provided with hand sanitizer gel to use if hand washing facilities are not readily available when away from the home.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	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:

Met

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

Met