

## Inspection report for early years provision

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<b>Unique reference number</b>	EY233901
<b>Inspection date</b>	07/06/2010
<b>Inspector</b>	Rosemary Beyer
<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.

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 has been registered since November 2002. She lives with her family in a semi-detached house in York, within walking distance of local schools, playgroups, shops, parks and the library. All of the ground floor of the childminder's home and two bedrooms and the bathroom on the first floor are used for childminding. There is an enclosed garden at the rear of the house for outdoor play. The family also have a cat.

The childminder is registered to care for six children at any one time. She is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children, five of whom are under five years old. They all attend on a part-time basis.

The childminder has been approved as a York Accredited Network Childminder and is a member of the Poppleton Road Partnership.

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

Overall the quality of the provision is good.

The childminder has an excellent knowledge of the children she cares for which ensures she can meet their individual welfare and learning needs successfully. Children are safe and secure at all times and enjoy learning about their local community and the wider world around them. Partnerships with parents are excellent and they express their gratitude for the care she provides. She also has good relationships with other carers and outside agencies, which ensures the children have any additional support they need to enable them to make good progress, whatever their starting points, abilities and ages. The childminder has started to use the online self-evaluation process and therefore has identified aspects of the provision which could be developed further, to ensure the service 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:

- develop recording to ensure all children are familiar with the emergency evacuation procedure
- include notification of Ofsted in the lost and uncollected child policies.

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

The childminder has comprehensive policies and procedures in place to cover all aspects of the care she provides, these ensure the safe and efficient management of her setting and all are linked to the areas of the Early Years Foundation Stage

framework document. Although notification to Ofsted is not included in the lost and uncollected child policies, she is aware this would be regarded as a significant event, so she would contact them. Parents are made aware of the policies and sign to acknowledge acceptance of them. Confidentiality is respected and the children's records are stored securely, with information readily accessible to enable the childminder to meet their individual needs. Parents agree to notify her of any changes.

Very good relationships have been built with parents and carers, which ensures the children's individual needs are catered for and any special requirements provided. Parents complete annual questionnaires for the childminder, to assess her practice and any recommendations they make are duly considered and acted upon if possible, for example one parent expressed concern about security of the gates, so new locks were installed. The childminder keeps parents informed by text message or telephone if they have concerns about their children when they are settling and completes a daily diary for the younger ones as they requested, giving information about their care and activities they have enjoyed, also any special achievements.

The childminder has good relationships with the local school, pre-school and nursery. They exchange information where it is appropriate to do so and ensure children's needs are supported effectively. Support is also obtained from outside agencies when necessary and contact details are readily available.

The childminder is keen to improve her setting and has started to do further training to widen her knowledge and understanding of child development. As part of the online self-evaluation process, she has used parents comments from questionnaires to assess their satisfaction with the care their children receive. Parents are very happy with the service she provides and know their children are safe and happy in her care. Although she does discuss the provision with the children, she has not yet included their comments in completing the self-evaluation form.

The childminder has an excellent understanding of safeguarding and through her thorough risk assessments, which are regularly reviewed, ensures the children's safety is paramount. She keeps the premises and garden secure, admitting only authorised persons and provides very good supervision, both on and off the premises. Safety equipment is in place and regularly checked and children practice the emergency evacuation procedure regularly, although this is not recorded in sufficient detail for the childminder to ensure all children are familiar with the process. She has a good knowledge of child protection procedures and the contact details for safeguarding staff within the local authority. Should she need to make referrals or have allegations made against her, she would also notify Ofsted. In addition, children's general welfare and learning is supported very well.

Children enjoy a wide range of activities which are assessed and monitored, to ensure they are making good progress, whatever their starting points, ages and abilities. The childminder links the assessments to the areas of learning and plans the next steps to promote their progress. Each child has an individual file to show their achievements, including observations, photographs and pieces of work.

Parents are welcome to look at the files and make comments about the children's achievements, both at home and while in her care.

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

The children are all settled and very much at home in the childminder's care. They are becoming excellent communicators and happily discuss what they have been doing, being particularly proud of the imaginative art work on display. Their butterfly patterns are very colourful and show they took great care with the paint to produce the butterfly shapes. They use a wide range of resources, accessed freely and although the childminder does plan activities to support their development needs, the programme is flexible to take account of their interests.

All children are able to participate in the activities which are adapted to take account of their abilities. During the inspection, they replanted their courgette and carrot seedlings and are looking forward to eating them when they are large enough. They also planted cress to grow for sandwich fillings when it is ready. Older children ensured a pot was available for the younger children. Photographs are on display of the children setting the seeds and caring for them, with dates noted so they can see how they have grown. These are to be made into a book for them to use later.

Healthy eating is actively promoted within the setting, with pictures of fruit and vegetables and menus on display. Any special diets are respected and allergies are taken into account. The children know they need to eat fruit and vegetables to keep well and that they must drink plenty of water. They also have fresh air each day, walking to and from school or nursery, playing in the garden or when visiting the local parks. Their understanding of good hygiene practice is also very good and they wash their hands after personal care and before food to remove germs.

Children learn to keep themselves safe when out in the community by good road safety practice and when at the childminder's home, they use resources with care. They are happy to see visitors and they are confident to speak to them and although the younger children are not sure about strangers, there were no tears as the childminder introduced the inspector.

The children are developing an awareness of other cultures and countries, with a good range of activities and resources available to support their growing interest in other countries and customs. They have started to learn different words to use on their holidays to foreign countries and have a map of the world to discuss their locations. They have also drawn a map to show where they live in relation to the childminder's house and other local amenities such as the park, school and library.

Clear but realistic house rules are in place and discussed with the children, who behave well in the encouraging and positive environment. They are starting to share, take turns and cooperate in their play, showing concern for each other. They are keen to try new things and concentrate well to complete their chosen tasks, such as sitting quietly for stories or doing puzzles. Visits to the library have

encouraged the children's interest in books and words and they can recognise their names and try to write them for example, labels for the cress pots were created and stuck on with sticky tape. Books about animals are very popular. The children are very interested in the natural world and there was considerable discussion about the life cycle of frogs after pictures were seen in the new library books.

## 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	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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