

Inspection report for early years provision

Unique reference number	EY345349
Inspection date	08/04/2010
Inspector	Christine Tipple
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 2006. She lives with her husband and two children aged nine and seven years old in a suburb of York. The childminder is close to a range of local amenities in the community including the primary school and pre-school. The whole ground floor of the childminder's house is used for childminding and there is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She currently has 11 children on roll, of whom five are in the early years age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and the local childminder network support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, safe and stimulating environment. Their individual needs are fully recognised and supported by the childminder. Children make good progress through the well-presented play and learning opportunities provided. This is managed effectively by the childminder who overall has an informed understanding of how children learn and develop. The partnerships established with parents are excellent and extend to the positive links in place with other providers and community services. The childminder has evaluated her practice, to assess what is provided and identify areas to develop further. The childminder's ongoing access to training is good, which enables her to extend her skills and knowledge as part of her continuous improvement.

What steps need to be taken to improve provision further?

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

- review how children's observations and assessments are recorded as part of the evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder has a detailed policy in place on safeguarding the children in her care. She has attended recent training to ensure her information and knowledge remain up-to-date. Local contact details are recorded for the relevant agencies if a concern was raised about a child in her care. The childminder is very organised

and efficient in her practice. The range of detailed and comprehensive policies and procedures support her practice and give utmost priority to children's health, safety and welfare. The risk assessments are well-informed and clearly cover all areas where the children access, including outings. These, along with the policies and procedures, are monitored and reviewed to ensure they continue to reflect her practice and current guidelines. The selection and variety of resources and equipment cover the age range of children minded. These are accessible and rotated to ensure children's ongoing interests and motivation are maintained effectively. The childminder has displays and information which include other languages. The children participate in a range of celebrations and festivals throughout the year. This is supported with resources and related activities. The childminder promotes equality of opportunity in all areas of her provision, to ensure children are valued and their individual needs fully supported.

The partnerships established with the parents are excellent. The information provided starts at registration, which fully supports the settling-in process for the children and parents. This includes details of each child's routines and needs. This enables the childminder to identify individual children's starting points which she takes forward and develops effectively. Parents have good access to their children's learning scrap books, which include a daily diary account, observations, photographs and assessments completed by the childminder. These link to the areas of learning, and parents are able to contribute to this process. The use of photographs are regularly added to the children's books and emailed to parents as requested. The parents' questionnaires provide very positive comments on the excellent care their children receive and the wonderful range of activities and learning opportunities provided by the childminder. She has developed very good links with other providers in the community, which include the local school and pre-school, and the children's centre. This positive approach ensures continuity and sharing of information which fully supports the children. The childminder is active in the local childminder network group, which provides a sharing of good practice and the development of training opportunities. The childminder has taken positive steps to evaluate what she provides for the children. This has enabled her to identify areas to develop further which continue to improve the outcomes for the children attending.

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

The childminder has a good understanding of the Early Years Foundation Stage. She implements this effectively in her planning and through the good range of activities and resources provided for the children. The children are settled and happy with the childminder. They enjoy the play and learning opportunities provided which enables them to be motivated and interested in what they do. Children have individual learning scrap books which have a range of detailed information collated by the childminder. This includes observations and assessments which are supported with photographs. The childminder records areas of learning achieved by the children and the next steps to promote their ongoing progress. The forward planning ensures gaps are identified for each child and enables the childminder to provide appropriate activities and resources to support

this. The assessment and planning process is not yet fully incorporated into the childminder's evaluation to ensure this is reviewed to further promote best practice. Children's behaviour is good as they are actively engaged in the activities provided. Positive praise and encouragement support the children to manage their behaviour and to take levels of responsibility in what they do and the consequences. This includes sharing and using their manners, and respecting others. The childminder is confident in her approach with the children and provides gentle guidance when needed.

Children have good opportunities to develop their confidence and independence. The childminder enables the children to feel secure, responds to children's gestures and provide cuddles and reassurance to both younger and older children. The children display their achievements, such as their artistic creations. This promotes and values their work and gives them a sense of achievement. Children have various tools and mediums in which to mark make with. Access to books and stories is enjoyed by the children and this is extended with visits to the library. The childminder ensures there are ongoing opportunities to develop children's language and vocabulary through the activities and the ongoing communication taking place. This is further enhanced with older children responding to the babies and toddlers through engaging them in what they are doing. Children use games and songs as well as everyday play to use numbers and to count. They weigh out ingredients and use sand and water to assess volume. Matching and sequencing is supported with the use of shapes, jigsaws and construction activities. Children enjoy being in the fresh air, whether this is in the garden, on walks or in the park. This enables them to experience a range of equipment which promote and extend their physical ability and confidence. The selection of tools and resources fully promote children's physical skills and competencies very well. Children take an active part in their role play, for example, making dens and dressing up. There is a good selection of various mediums and tactile materials which enable children to be creative, for example, to make models, such as a space rocket, or to paint. Visits to the art gallery and the museum provide additional ideas for the children.

Detailed information is in place for parents on the care of children when ill. The positive routines in place for children's personal care and the highly effective promotion of hygiene practices minimises cross infection very efficiently. The childminder provides the children with snacks and meals, and sample menus are shared with the parents. These offer a well-balanced range of healthy, nutritious foods which are prepared by the childminder with freshly sourced ingredients. Children take an active part in their personal safety. This is in the home through being aware of each other, using tools and equipment appropriately, and when outside in relation to road safety and stranger danger. Children take part in the evacuation procedure which makes them more informed of what to do in an emergency situation. The children have a good selection and balance of learning experiences which are effective in preparing them for when they move on to school or other settings.

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	1
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	1
The extent to which children make a positive contribution	1
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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