

Inspection report for early years provision

Unique reference number	EY407192
Inspection date	12/10/2010
Inspector	Lindsay 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.

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Description of the childminding

The childminder was registered in April 2010 and lives with her husband and four children aged 19, nine and six years and ten months in the Acomb area of York. The childminder permanently works with another registered childminder both at her home and at the home of the other childminder. The childminder's home is within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area to the rear of the property.

The childminder is registered to care for a maximum of four children under eight years when working alone and six children under eight years when working with another childminder. There are currently five children on roll, all of whom are in the early years age group. The childminder supports children who have special educational needs and disabilities. Children are taken to and collected from a local nursery and pre-school. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a sound understanding of the requirements of the Early Years Foundation Stage, enabling her to promote children's play and learning to a good level. All required documents are in place to keep children safe and for the smooth running of the setting. Children benefit from an inclusive setting where they are supported in their learning and play with a wide range of opportunities. Partnerships with parents, specialist professionals and other early years providers are established; ensuring there is continuity of care and good support for the children. The childminder demonstrates a positive approach to improving outcomes for children and the development of her childminding service.

What steps need to be taken to improve provision further?

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

- develop a system to monitor and evaluate the quality of the provision
- develop the indoor play area further by creating a number rich environment for children so that children are challenged in making further progress in their mathematical development.

The effectiveness of leadership and management of the early years provision

The carefully planned organisation of the childminding provision and joint working with another childminder ensures children are safeguarded. The childminder has a

good understanding of the signs and symptoms of abuse. She has completed training and knows what action to take if she has any concerns about a child in her care. She has a safeguarding and complaints procedure in place and these are fully shared with parents which further promotes children's welfare. In addition, suitability checks are completed on the adults living and working on the premises. The childminder carries out and records detailed risk assessments which ensure children are cared for in a safe environment in the home, garden and on outings. Children are encouraged to access a wide range of good quality toys that are stored at low level in the designated play room, this enables them to initiate and plan for their own play.

The childminder maintains very good relationships with parents and carers of the children. Parents like the loving, friendly environment where their children are stimulated and happy each day. They feel confident as the childminder works with another registered childminder and this provides a safe, secure and well-planned environment. Well organised settling in procedures enable children to settle quickly and develop good relationships with the childminder. Parents receive good quality information about their child's day, learning and development through daily discussions and written records. They are fully aware of the policies and procedures which underpin the day-to-day practices and receive a copy of these in the childminder's registration pack.

The childminder operates an inclusive practice and welcomes all children into the setting. Children are able to access a sound range of resources depicting race, culture and disabilities. This enables them to recognise the importance of respecting one another and their differences. Children experience continuity of care and learning because the childminder links in with other settings, such as the local pre-school and nursery. The childminder is motivated and eager to enhance the quality of her provision and further promote the outcomes for children. She has identified some additional training opportunities to promote and extend the care she offers for all children. For example, portage training to support children with educational difficulties and disabilities. However, the childminder has not yet established a robust system to evaluate all aspects of her practice to enable her to identify priorities to maximise improvements.

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

The childminder provides a bright, clean, warm and welcoming home. Children enjoy playing in the dedicated playroom where they have ample space to move around and explore their environment in safety. They have developed good relationships with the childminder, enabling them to feel at home and part of the family. Children see their own art work displayed on the walls which raises their self-esteem and sense of belonging. They develop good self-help skills as they freely select their own resources from the good range readily available at their level.

The childminder incorporates the six areas of learning into her flexible daily plans, as she provides a balanced range of activities, promoting all round development.

She plans along with her co-childminder, taking specific responsibility for focused activities. For example, children enjoy using the play dough, moulding and shaping the dough into figures. This links to the small world play the children are involved in. As the children make their figures they talk with the childminder about members of their own family. Children enjoy stories and books; they are able to self-select from a good range and look at them alone and with the childminder. Children's awareness of communication, language and literacy is further promoted as they see labelling around the room, on the toy boxes and on the posters on the wall. Children confidently count during their play and use words to describe shape and size. This is because the childminder is skilful in including mathematical language, colours and counting into her activities. However, more able children are less well challenged to make progress because opportunities to see and use number around them are more limited.

Children's independence is consistently promoted as they self-select resources and attend to their own personal needs at the toilet. All children are confident with the routines and are learning the boundaries of the setting. The childminder encourages the children to try and do things for themselves, but ensures she offers good levels of support where this is needed. She is embracing the Early Years Foundation Stage framework well and she ensures detailed individual observation files are completed and shared with the parents. The childminder knows children well and through her systematic observations she has started to assess their progress and clearly identify their next steps. The parents contribute to an initial assessment of welfare and development, allowing the childminder to effectively build on children's starting points.

The children are learning the importance of developing a healthy lifestyle. They recognise that fresh fruit and vegetables are good for them. Children are provided with a nutritious range of home cooked meals and they enjoy regular outdoor play. They have good opportunities to use the garden, parks and local community to promote their health and physical development. Children learn about their own safety as they regularly practise the emergency evacuation procedures. They develop an awareness of road safety through discussion and practice when on outings and are reminded of the dangers of talking to strangers. Children's behaviour is good and they receive lots of positive praise for their efforts and achievements.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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