

Inspection report for early years provision

Unique reference number	EY414020
Inspection date	11/01/2011
Inspector	Jackie Phillips
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2010. She lives with her young baby close to the city centre of York. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range, none may be under one. Currently there are three children on roll, all of whom are in the early years age range.

The whole of the ground floor of the property is used for childminding and in addition, a bathroom on the first floor. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and comfortable in the welcoming setting. The childminder is beginning to observe children's achievements and uses this information to plan appropriate activities to help them learn and progress. A varied range of toys, activities and resources is provided, although those aimed at raising children's understanding of our multicultural world are currently limited. The childminder keeps parents informed about what their children are doing and obtains information about their individual needs. Some routines that help children to develop an understanding of effective personal hygiene measures that help prevent infection and illness are not robust. The childminder has devised a good system to self-evaluate her practice. She is confident about action she needs to take, short and long term, to improve the outcomes for children and the provision.

What steps need to be taken to improve provision further?

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

- develop children's understanding of effective steps to take to promote good health and prevent the spread of infection, particularly hand washing before eating
- develop further resources and activities that raise children's understanding of diversity

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has undergone suitable checks. She has completed appropriate training and is aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information in place to be able to take appropriate action if

necessary. For example, she has details of relevant agencies to contact and has national written guidance in place. Children are cared for in a safe and secure environment. A detailed risk assessment is established and the childminder takes emergency information with her when taking children out. The childminder has devised a comprehensive set of policies and procedures to cover many aspects of her service. These are well thought out.

Resources are well organised to enable children to make independent choices and decisions. For instance, making selections from low storage boxes. Children play in a warm and welcoming family setting. They can use the lounge area for floor play or the kitchen table for meals and creative activities. The outside area is fully enclosed and provides children with the opportunity to climb and balance using a varied range of equipment. They can also experience chalking, sand and water play. The childminder has identified this area for further improvement. Children are encouraged to share resources and they play well together. The childminder has some resources which reflect our diverse world, although the range is currently limited.

The childminder exchanges information with parents on a daily basis and provides them with access to records she keeps on their children's progress and development. Parents are encouraged to share details about their children and also their views on the care provided. Systems are not yet in place to share information about children's learning and development when they attend other settings to ensure continuity. The childminder is committed to developing her service, for instance through training. She has identified, as part of her self-evaluation, the benefits to children and the impact on her provision of attending a course leading to her obtaining a recognised childcare qualification. She meets regularly with other local childminders and childcare professionals to keep up to date and improve her provision. She has reflected on her practice and prioritised key areas for improvement. The childminder has a clear vision for the future.

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

Children are settled and comfortable in the childminder's care. They are provided with a varied range of appropriate activities. Learning experiences are expanded upon by attendance at various local activity groups and daily trips and outings. Toys are easily accessible and craft and messy activities, such as painting and play dough are provided at the kitchen table. Children go out every day, either in a morning or afternoon, as part of the flexible routine. The childminder is beginning to make observations of children's play and writes down what they have been doing in a scrapbook individual to each child. She uses this information to plan activities and play events to help children make progress. For example, she plans to incorporate different learning experiences and activities linked to children's specific interests. Observations are linked to the areas of learning to ensure that all areas of development are covered and planned for.

Children are confident with the childminder and demonstrate this by quickly introducing themselves and confirming their age to the visiting Early Years Inspector. The childminder notes when they develop new vocabulary and talks to them sensitively to encourage their language development and thought processes. Books are easily accessible and well used. Some are firm favourites and children know the stories well. Children develop manipulative skills as they learn to hold a paint brush and small tools, such as rolling pins and cutters. Puzzles and construction materials help children to problem-solve. There are some resources that require action by the child to make it work or are remote controlled. Children are able to express themselves as they play, deciding if they will make a chocolate cake or a snake with the play dough. Trips out teach children about the community and the wider world and cooking activities also provide opportunities for learning about the world around them. Children learn to play together and socialise with other children at local groups. The childminder recognises the different skills and abilities of children and adapts or plans to help individuals benefit through a range of learning styles and adult-led focussed activities.

Children's health is promoted as they go out every day to enjoy fresh air and exercise. Satisfactory hygiene procedures are in place to prevent the risk of infection. For example, children have access to soap and are provided with individual hand towels. The childminder has yet to introduce children to washing their hands prior to eating, although they do so having finished their meals. A range of snacks and meals are provided that include healthy options. Children learn about food, such as fresh fruit and vegetables that are good for them and understand 'will make me grow big and strong'.

Children learn how to keep themselves safe as the childminder talks to them about issues such as road safety and gives explanations about safety when they play. For example reminding children not to stand on the chairs at the dining table. A fire evacuation is practised so that children learn what to do in the event of a fire or emergency. Children have developed warm and trusting relationships with the childminder and consequently feel safe in the setting. They are learning to be independent, benefit from a varied range of activities and resources and are acquiring important skills for future learning.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----