

## Inspection report for early years provision

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<b>Unique reference number</b>	EY414346
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Jackie Phillips
<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.

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## Description of the childminding

The childminder registered in 2010. She lives with her child aged five years near to the centre of York. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range, including one child under one. Currently there are three children on roll, two of whom are within 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 family keep fish as pets.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Their health and well-being is given good attention and most systems are sufficiently well established to ensure their safety. The childminder works closely with parents to meet children's individual needs. Wider partnership working has not yet had the opportunity to develop. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 25/03/2011

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

- ensure risk assessments are carried out for each type of outing
- carry out regular evacuation drills with children.

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

The childminder is well aware of her responsibility to protect children from harm. She assesses potential risks for children inside the setting that includes daily visual checks. Some, but not all, routine outings are risk assessed in advance to ensure

children's safety. The childminder knows what to do if she has concerns about children's welfare or well-being. She has national written guidance in place for support, although details of the appropriate agencies to contact are not readily available. A clean and welcoming environment is provided. The childminder develops a genuine bond with children, helping them to feel safe and secure. She has devised an emergency evacuation procedure, but has yet to share this with children so that they know what to do if they have to leave the property quickly.

The varied range of toys and resources keep children interested and help them learn. The majority are very easily accessible, which aids children's independence, choice and decision making skills. There is a good balance of stimulating activities that are initiated by children or led by the childminder. Opportunity is provided for children to socialise with other children at different groups or childminding settings. This helps them learn in different ways and provides them with access to a wider selection of activities and resources. Included are those which help raise children's understanding of our multicultural society. Some routines are initiated by the childminder to help children understand the importance of recycling.

Regular observations and assessment of children's progress takes place. Written accounts are placed in children's individual files, supported by photographic evidence. Planning has been refined over time to enable the childminder to be more effectively prepared and meet targets. For instance, to cover a range of celebrations and festivals throughout the year and ensure children are moved on to the next stage in their learning. There is an effective and close partnership with parents which contributes to improvements in children's achievements, well-being and development. It also enables the childminder to meet children's individual needs. The childminder has not yet taken the required action to seek written permission from parents for the seeking of any necessary emergency medical advice or treatment.

The childminder is aware of the benefits of working in partnership with others, although has had little opportunity to do so. She is active in finding ways in which to develop her provision. For example, through investigating further training, liaising with other childminders and asking for parents' views on the service she provides. She has clear plans for the future that will bring about further improvements. For example, by developing the outdoor play area and completing professional training at a higher level.

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

Close relationships are evident between the childminder and children in her care. This helps them to feel safe and secure and makes a strong contribution to the progress they make. For example, they are provided with a flexible daily routine which is successfully adapted to meet the specific needs of individual children. There are routines in place to help children understand about positive behaviour, such as sharing. For example, they are rewarded with small treats to recognise their efforts and achievements to behave well. They are also well supported to develop an awareness of health and safety. For instance by having their awareness

raised of the dangers of traffic when out in the community and not allowing younger children access to toys and resources that contain small pieces. Children are involved in learning activities that help them to understand aspects of a healthy lifestyle. For example, recognising the importance of a healthy diet that contains five portions of fresh fruit and vegetables a day. Interesting posters remind children about hand washing which develops their understanding of personal hygiene practices.

The daily routine includes regular opportunities for children to access fresh air and exercise. For instance, walking to collect older children from school, going to the play park or to the shops. Sometimes children attend organised groups or play with children cared for by other childminders. This helps them to socialise and become familiar with their local community. Children confidently use toys which require action by the child to make it work, and which help them be familiar with everyday technology, for example, musical toys and toy phones. At busy times, such as, when children are being collected at the end of the day, the childminder adapts the routine to ensure everyone's needs are met. For example, by being well prepared and organised to reduce stress and anxiety for parents, carers and children.

Children can experiment and investigate using a varied range of art and craft materials. They look for bugs and then create their own, making ladybirds and spiders. They are helped to learn about numeracy as they count the ladybirds' spots or the legs on the spider. Simple cooking activities are provided which help children practice and refine skills involving the use of tools. Some activities are planned around a theme or a topic. For example, those which raise children's awareness of other countries and involve creating and identifying the different flags of France and the United Kingdom. Overall, children are well equipped with skills they require in order to make progress and secure 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

<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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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