

Inspection report for early years provision

Unique reference number	401177
Inspection date	17/03/2011
Inspector	Mr Rasmik Parmar
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 2000 and she lives with her husband and one child age 12 years in Killinghall, Harrogate, North Yorkshire. Most of the ground floor is available to children. There is a secure garden available for outdoor play. The family has one dog and four rabbits as pets. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently caring for six children in the early years age range and four child over five years of age, of whom two are over eight years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and an active member of Harrogate and District Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming and inclusive environment, where children are respected and valued as unique individuals. Children are making adequate progress in their learning and development, although the assessment records are not evaluated to identify the next steps in the child's learning and development. The childminder has satisfactory systems in place for self-evaluation and her capacity for continuous improvement is suitable.

What steps need to be taken to improve provision further?

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

- develop further children's assessment records so that they are evaluated and the next steps identified in their learning and show their progress towards the early learning goals
- develop further systems for self-evaluation to more effectively address areas for improvement
- develop further information provided to parents about their child's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues. She is fully aware of her responsibility to ensure that effective systems are in

place, including relevant safeguarding guidance to follow in the event of a concern being raised. She ensures that the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted or is not known is never left alone with children. The childminder maintains effective risk assessments, demonstrating her sensible approach to minimising hazards for children.

The setting is child orientated and has a good variety of resources to meet the needs of all children. Equality is promoted well as children have access to good quality resources which effectively portray gender, multi-culture and disabilities. Also, children attending the setting are from a diverse culture, enabling all children the opportunity to learn about one another's similarities and differences.

Parents are provided with daily feedback about their child's care routines and a good working relationship has been established with the childminder to ensure children's needs are met. However, the quality of information provided to parents with regards to their children's progress towards the early learning goals is lacking. Parents have access to policies which explain how the provision operates.

Children also attend other settings providing the Early Years Foundation Stage, such as nurseries, and the childminder suitably shares information with them for continuity in children's learning and development.

The childminder has satisfactory systems in place for self-evaluation and she has completed the Ofsted self-evaluation form to reflect her strengths and areas for improvement. However, identified areas for improvement have not been addressed. The childminder seeks the views of parents to help her improve her service. As part of continuous improvement she meets with local childminders on a weekly basis to share ideas and improve practice.

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

The childminder is learning to allow children to explore and develop their own interests. She carries out observational assessments of children and provides a description of the activities, linked to the six areas of learning. However, these are not evaluated to identify the next steps in the child's learning and development, in order to plan further activities. Hence, children's learning and development is not guided towards the early learning goals.

Children make themselves at home in the caring, family environment. Organised activities ensure that children are suitably challenged. Young children begin to show increasing independence as they self-select from a range of activities. They enjoy being with the childminder and have established good relationships. Children are well behaved and learn to share and take turns. They are well occupied and enjoy a wide variety of interesting activities. They enjoy arts and crafts activities where they develop good fine motor skills, as they safely use the roller on the soft play dough and begin to use stencils to cut out different shapes.

They become absorbed in activities and concentrate well when playing together in the home corner or with the dolls.

Children's personal, social and emotional development is fostered through the praise and encouragement they receive. They feel safe and secure in the care of the childminder because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe and are confident in making choices by accessing resources that are kept at their height. Children are supported to learn basic hygiene skills through the use of suitable hygiene routines, such as hand washing.

Children continue to develop their problem solving abilities through every day activities such as counting and joining jigsaws. They learn to develop an appreciation of the written word from early age as the childminder reads stories and talks to children, helping to improve their vocabulary. Their physical development and coordination is well supported as they play with outdoor resources in the garden. Children also visit the local toddler and playgroups where they have opportunities to socialise with other groups of children.

The childminder takes account of children's dietary preferences and works with parents to provide children with suitable foods for lunch and after school for older children. Healthy snacks include a variety of fruit and drink. There are good opportunities for children to learn about the world they live in. They go on outings in the local community where they can watch nature or collect leaves. Their understanding of the wider world is promoted through learning about celebrations such as Chinese New Year and Diwali.

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	3

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	3
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	3
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

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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	3
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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