

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Carol-Anne Shaw
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 has been a registered childminder since 2010. She lives with her partner and two children aged four and two-years-old. The home is situated on the outskirts of Drifffield, in the East Riding of Yorkshire. The home is within walking distance of the local primary and secondary schools and other local amenities.

The childminder is registered to care for a maximum of four children under eight years, of these one may be in the early years age group. She is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently four children attending, of these, three are in the early years age group, with one child attending over the age of five years.

The ground floor of the property is used for children's play, a toilet is available on this level. The childminder uses the first floor bathroom and the front two bedrooms for children's sleep. There is an enclosed back garden used for outdoor play.

The childminder takes children to and from the local infant school. A car is available for childminding purposes. The childminder is a qualified Nursery Nurse and has support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the childminder's welcoming home. They make good progress in their learning and development considering their starting points. All the required documentation is in place and maintained efficiently, thus contributing to the safe organisation and care for the children. Partnerships with parents are effective, because good information is shared both verbally and in writing, which in turn promotes inclusive care for each child. The childminder's ongoing training and development promotes the outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- implement systems to monitor and evaluate the quality of the childminding service to support ongoing development.

The effectiveness of leadership and management of the early years provision

The childminder has detailed written safeguarding procedures in place and makes the parents fully aware of her responsibilities in protecting children. Through attending safeguarding training on a regular basis, she keeps her skills and

knowledge up-to-date. Information, along with contact details for the relevant agencies is available and the Ofsted poster is displayed for parents. Records, such as, those of accidents, fire drills and attendance are all maintained and signed by parents where appropriate. The childminder monitors her home and through supervision ensures children's safety at all times. She checks the identities of visitors where appropriate. There are effective written risk assessments in place that cover all areas of the premises, garden and the different outings undertaken. These, along with the childminder's supervision and good practice, ensure children play safely and freely whilst in the childminder's care.

The childminder has experience and knowledge of caring for children. She is motivated and committed to keeping her skills updated, through attending training, reading articles and sharing good practice with other childminders. The childminder has embraced the Early Years Foundation Stage, linking it to her daily activities and outings. She evaluates her practice and seeks the views and feedback from parents. These systems help her to monitor her own practice but are not fully effective in evaluating all areas to prioritise further development.

The childminder has formed good working relationships with the parents and carers. The parent questionnaires show that she is providing a good service where children enjoy a wide range of activities, resources and learning opportunities provided, the parents appreciate how she encourages and develops children's individual interests. The childminder has regular contact with the parents and carers, giving written and verbal feedback on a daily basis.

The childminder operates an inclusive practice and warmly welcomes all children into her setting. Children get out and about in their local community and access a range of activities to support their understanding of others. She provides creative opportunities for festivals and celebrations, such as, Australia Day and Chinese New Year as well as traditional festivals, such as, Easter and Christmas. This helps children recognise and value the importance of respecting one another and their differences.

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

All children are happy, confident and settle easily into the welcoming and child-orientated environment. The childminder knows the children very well and plans and provides a wide range of activities and resources that reflects their individual interests and stages of development. Children are encouraged to develop a positive sense of identity. The low-level storage systems are provided so children self-select and make independent choices in their play and learning. Children make good use of the downstairs area and move freely and safely as they play. All children make good progress towards their early learning goals, because they are provided with a wide variety of fun and interesting play based activities. This is effectively enhanced through the childminder's positive interaction and good questioning techniques. Children's progress is documented in their individual folders, supported with photographic evidence, observations and assessments. Their next steps in learning are identified and planned for. Parents know they can

access their child's assessment folder at any time and the childminder encourages them to do so.

Children benefit from the warm and homely environment, where their uniqueness is fully recognised and promoted. Children enjoy a warm and trusting relationship with the childminder and respond effectively to her. They show an interest in books and sit with the childminder turning the pages, enjoying the pictures. Children have lots of opportunities to draw, write and make marks. Their understanding of writing for a purpose, letters and numbers are well supported by the childminder with pictures and labels. The childminder assists with writing the text and encourages them to add their own marks. Children develop their individual creativity, as they make pictures to take home. Children's understanding of number and counting is developing, as they sing songs with the childminder. The children concentrate well, as they play together, their behaviour is good, as they learn to socialise, share and take turns.

Children enjoy learning about nature and living creatures. They garden and grow seeds and flowers, look at the birds, insects and animals they see on the various visits to places of interest. Their physical good health is effectively promoted, through fresh air and outdoor activities. For example, they enjoy the opportunities to use the equipment in the garden where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment. Indoors children have great fun with songs and movement. Children learn about keeping themselves safe in the childminder's home and when going out, the childminder explains to them why they wear seatbelts, how to walk safely and crossing the road safely as their understanding grows.

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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