

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Eileen Grimes
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. She lives with her husband and children aged 21, 15 and 12 years in Acklam. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take children to and collect them from local schools and pre-schools. The family has a pet rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 provides extremely effectively for children in the Early Years Foundation Stage. Very sound partnerships with parents and carers contribute to the childminder's secure understanding of children's individual needs and support their continued care and development. The childminder understands that every child is unique and children are treated as individuals. They are safeguarded and their welfare needs are met through the childminder's sound practice and implementation of some highly effective policies and procedures. The childminder is committed to continual improvement and self-reflection to enable her to identify her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- continue to develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. For example, the childminder has a secure knowledge and understanding of how to protect children and safeguard their welfare. She is fully aware of the Local Safeguarding Children Board procedures and knows what she should do should she have a concern. Consequently, children are protected. The childminder has a safeguarding policy in place which is shared with parents. Children's safety is paramount and the

childminder ensures appropriate measures are in place to maintain their safety. For example, the rear door has a bleeper fitted to ensure no one may enter or leave without the childminder's knowledge. Daily visual assessments are effective and ensure the environment remains safe. Children are fully protected at all times and the daily practice is effectively supported by detailed written risk assessments.

The childminder demonstrates a sound commitment to evaluating and developing her practice. All recommendations raised at the last inspection are complete. She reviews and analyses her care practice and identifies her strengths and areas for development. She has attended a wide range of training since her last inspection to ensure she continues to keep up-to-date with new legislation and to enhance her current skills. In order to continue this professional development she has identified further training. This has a positive impact on outcomes for children.

Children's care, learning and welfare are promoted because the childminder puts the individual needs of each child in her care first. Resources are accessible and developmentally appropriate and the daily routine is planned to ensure all children are fully included. Space within the home is very well organised and provides children with space to move and complete a range of activities. The childminder works hard to provide an inclusive environment. For example, she values and appreciates children and their families into her care and welcomes them into her home.

The childminder has established, and continues to develop, extremely sound working relationships with parents based on mutual respect and understanding. She ensures that they are kept informed about all aspects of their child's care at the beginning and end of the day. When children begin attending the childminder takes time to develop care plans with parents and gathers a wealth of information. This ensures she has all the information she needs to care for children in accordance with parents' preferences. Parents comment that they are confident about the high quality care received by their children. The childminder develops strong relationships with other early years providers in the locality. Schools feel she provides a valuable service and recognise the importance of her role in children's lives. This partnership working ensures continuity of care for children.

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

Children are extremely happy and relaxed as they play and learn in the comfortable, child-centred environment. They smile, laugh and play with no inhibitions. They develop very good self-esteem as a result of the praise, warm eye-contact and cuddles they receive from the childminder. Children are very confident in the setting and play cooperatively together. They have access to a good range of toys and resources, many of which they are able to access themselves.

For much of their time, children are free to choose their own activities and the childminder supports them as she sits with them to extend their play. For example, she becomes involved in imaginative play. She skilfully supports children to use a

range of improvised props such as blue and neutral cushions for the sand and sea, and builds a den with a blanket. Although the childminder follows the interests of children, she does complete long, short and medium term planning to ensure all areas of learning are covered. This also incorporates visits and outings to places of interest.

Young children play with push and pull toys which encourage them to develop their physical skills. The organisation of space within the home provides children with areas to practice their mobility. Children investigate with a range of resources as they experiment with cars moving down the ramps and use the lift to transfer them from one floor to another. The childminder very competently ensures that children develop skills in numeracy through these activities. All children enjoy very regular opportunities to express themselves creatively through music and song, and they take part in arts and crafts activities.

Children are given a good level of support to understand the benefits of healthy living. They wash their hands before they eat, after outdoor play and also learn the importance of good food hygiene. They have constant access to water, and are reminded to take a drink after physical exercise. Children are provided with nutritious snacks and meals. They take regular exercise both on outings and within the childminder's home.

Children's self-esteem and social skills are robustly promoted and they develop high levels of independence which helps prepare them for the future. In addition, they learn how to manage their own behaviour effectively in order to keep themselves safe. For example, they behave sensibly in crowded places and discuss the need for life jackets when on the boat. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

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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