

Inspection report for early years provision

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Inspection date	25/03/2011
Inspector	Paula Fretwell
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 1994. She lives with her husband, who acts as an assistant, and two adult children in the village of Sherburn-in-Elmet, North Yorkshire. The whole ground floor of the childminders house and one first floor bedroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and is currently minding two children in this age group. She is also registered on the compulsory and the voluntary parts of the Childcare Register and there are four children on role in this age group. The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and homely environment in which all of their welfare, learning and development needs are well met. The childminder works hard to ensure that the Every Child Matters outcomes for children are promoted well. Practice is monitored and evaluated, taking into consideration the views of children and parents. The childminder establishes effective partnership with parents to ensure children's individual welfare needs are met and she has strong links with the community so that opportunities for children are enhanced. The recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- develop further ways to share children's progress with parents, including information about what they know about their child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder knows how to protect them from harm and she has clear procedures for passing on any concerns or allegations. Risk assessments and the childminder's vigilance ensure children are kept safe and secure at all times. Children are helped to understand how to keep themselves safe through effective discussion and activities. Resources are deployed very well; children freely access the space they need to play and they are able to choose what they would like to do. Toys are easily accessible or visible as the childminder has a book of photographs to help with self-selection so children can choose from a wider range. All toys and equipment are maintained in good condition so that children play safely and the childminder organises her time well,

setting out activities ready for children's arrival. Children help to choose new resources when appropriate, such as the new climbing frame.

The childminder evaluates her practice and monitors the quality of the provision and she acts upon suggestions made by parents. A book of complaints and thank you messages contains only positive comments in which children and parents express their high levels of satisfaction at the standard of care and service provided. Parents describe the setting as a 'safe, secure and caring home environment' and say 'children regard the childminder and her family as their family'. Parents are grateful for the childminder's flexibility and the real interest she shows in their children. The childminder has good relationships with parents. She spends time chatting with them as they arrive and finds out any important information so that she can best care for their child. The childminder establishes good partnerships with others who work within the Early Years Foundation Stage, in order to enhance the learning and development opportunities for children. She shares ideas with another childminder and has a back-up plan for emergencies.

The childminder ensures all children are valued as individuals and she recognises the uniqueness of each child. The childminder's husband assists with the childcare and knows all of the children and their families well. Numbers of minded children are low and this ensures each child has plenty of individual attention suitable for their needs. Children help to learn about other people's differences and similarities through discussion, activities and the provision of positive images in their resources and books. Older children are encouraged to be aware of the needs of younger children, who look up to them as role models.

Policies and procedures which underpin the childminder's practice are all in place and the childminder has a resource file with information under the Every Child Matters outcomes for children. The childminder keeps up to date with all necessary training and she understands the legislation to which she works.

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

Children enter the setting confidently and they quickly engage in play. There are good relationships with the childminder and her assistant so that children feel secure and at home. Children freely explore their environment and they communicate well with the childminder, who understands their needs very well and responds promptly. The childminder is very aware of children's individual stage of development and their personalities and play preferences. She records their development with regular observations, photographs and comments and uses the Early Years Foundation Stage framework to identify next steps in their learning. Parents are all aware that they are welcome to look at these records at any time, although they do not routinely include information about what they know about their child. These profiles give a lovely illustration of each child's time whilst with the childminder.

Children enjoy examining objects of interest in the setting. They handle interesting

new building blocks and notice the different colours and sounds they make. The childminder sits with children and they build different structures, talking about the shapes and describing what each one looks like.

Children's creativity is valued and they become engrossed in art and craft activities. They proudly show off their creations, such as pretty birds hanging as mobiles, and they enthusiastically make cards for Mother's Day. The childminder talks to the children about different colours and textures and they spend plenty of time using their imaginations in creative play. Children notice what is going on around them, such as birds outside in the garden. The childminder provides a good balance of child-led and adult-initiated activities suitable for children's interests and the childminder helps them to celebrate special events. For example, children's birthdays are enjoyed and they plan party ideas and activities for the forthcoming Royal wedding. The childminder helps children to learn about the wider environment through organised trips, such as to farms or places of interest.

Children's good health is promoted well through effective policies, procedures and routines. The childminder ensures the children have plenty of fresh air opportunities and they eat a healthy range of meals and snacks, with the childminder working closely with parents to ensure all dietary needs are met. Children are encouraged to be aware of healthy eating, such as the five-a-day and the daily menu is on view for parents. Drinks are always available to children so they do not become thirsty. Hand washing and personal hygiene is fully promoted within the daily routine. Children's emotional well-being is fully supported and they approach the childminder and her assistant for cuddles as they need them, helping them to develop a sense of belonging.

Positive praise is frequently given to boost children's self-esteem and they beam at the childminder as she makes comments, such as 'you are too clever!'. Strategies for managing children's behaviour are sensitive, respectful and considerate of children's level of understanding. The childminder works in partnership with parents to promote positive behaviour and she is an effective role model for them to follow.

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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