

Inspection report for early years provision

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Inspection date	07/04/2011
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.

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 has been a registered childminder since 2007. She lives with her husband and two children aged three years and 10 years. Local amenities, including shops and schools, are all within easy walking distance. The whole of the ground floor of the property is used for childminding, there is a toilet on this level. There is a fully enclosed play area used for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. At times the childminder works with an assistant. There are currently 17 children attending, of these, six are within the early years age group. The childminder also offers care before and after school to children aged over five years, six of the children attending are over eight years. All children attend on a part-time basis. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The childminder takes older children to and from local infant and junior schools. Children are usually taken to school on foot, although on occasions a car is used. The car is used for outings during the holidays. The childminder offers funded nursery education for three- and four-year-olds. The childminder has a relevant Level 3 qualification and a Foundation Degree. She is a member of the National Childminding Association and a York Network

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, inclusive and stimulating environment where their individual needs are effectively considered and met. Children enjoy learning about the world around them through visits and outings and accessing an excellent range of resources. The outstanding partnerships with parents further supports meeting children's individual needs. Children's welfare is fully promoted, they make good progress in their learning and outstanding in some areas. All the recommendations from the last inspection have been completed. The childminder continues to develop her knowledge through attending training. She reflects on her provision and identifies targets for further improvement that build on the good practice in place.

What steps need to be taken to improve provision further?

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

- develop the outside learning environment to further extend and support children's learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded in the childminder's care. She has a thorough understanding of the signs and symptoms of abuse and the procedures to be followed following any concerns. Parents and carers have access to the comprehensive safeguarding policy and procedures. The childminder effectively organises her childminding service. Children have many opportunities to develop their independence as they select their activities from a wide range of stimulating and effectively organised resources that support children to follow their individual interests with many opportunities to play and learn.

The policies and procedures are well organised and very appropriate to ensure they effectively cover all aspects of children's care. The childminder has completed effective risk assessments to minimise any dangers and to support the safety of children in the home and garden, there are comprehensive ones completed for individual outings. Children learn about safety, the childminder ensures that children learn to manage risk at the level of their understanding, as they use equipment safely and learn about crossing the road and how to stay safe when at the park. The steps taken to promote children's health and well-being are very effective as a high standard of hygiene is maintained and promoted with the children. Children learn to keep themselves safe and maintain a healthy lifestyle through healthy meals, exercise and fresh air.

Parents are extremely happy with the service provided, the questionnaires they have completed for the inspection state how much the children enjoy their time at the childminder's home. The childminder works in close partnership with parents, sharing and gathering information, offering support for extending learning in the home and involving them in their child's continuous learning and development. Detailed information is gathered from parents when a child first starts at the setting which ensures the childminder has a clear understanding of children's individual needs and interests. Effective ongoing communication is maintained through the child's learning journal and daily discussions to ensure children's needs, both welfare and development, are fully met. The childminder has systems in place to share information and works in partnership with other professionals.

The childminders self-evaluation system take into account the views of parents and are effective in evaluating practice and identifying areas for improvement. The childminder is committed to her professional development and regularly accesses training to develop her knowledge of childcare. She has completed Level 1 of the local authority quality assessment system.

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

Children are extremely happy and settled in the childminder's care. They demonstrate a secure relationship with the childminder, as they readily interact

and engage in play. Children have access to a good balance of adult led and child initiated activities that cover the six areas of learning. Children are encouraged to develop independence in the provision. They confidently choose the resources they wish to play with and the childminder supports play very effectively. She fully supports children's self-help skills, encouraging children to become independent.

The childminder supports children's learning effectively as she interacts and encourages children to be aware of the world around them. They feed the ducks when visiting the surrounding places of interest. Children are encouraged to look closely at nature and talk about the natural environment. Children are fully involved in initiating their own learning as they build the construction. The childminder offers lots of praise for achievement. Children's interests are utilised effectively to support their development and this helps them make good and outstanding progress in some areas. They have a very positive attitude towards their learning. They have opportunities to learn about diversity and differences through accessing activities and resources in their play.

The effective indoor learning environment gives all children the opportunity to make independent choices. They select from a wide range of stimulating activities and equipment that motivate learning, following their own interests. Children learn to use a wide range of tools and resources. Activities are adapted so children of all ages and abilities can take part. The indoors is used extremely effectively to support children's learning and the outdoor area is very effective in developing physical development.

The childminder is very aware of her role in safeguarding children and risks to children's safety both indoors and out are minimised. Children learn how to keep themselves safe when out of the home and know why there are certain rules to abide by. They know how to walk safely on the pavement and when transported in the car.

Children's exposure to illness and cross-infection is minimised through sharing the sickness policy and the implementing of hygienic routines in the provision. Children learn the importance of hand washing. The childminder provides healthy meals and snacks. There is plenty of access to fresh air and exercise. Children's behaviour is very good as they socialise and learn to share and take turns when playing.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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