

Inspection report for early years provision

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| Unique reference number | EY362654 |
| Inspection date | 08/04/2011 |
| 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.

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Description of the childminding

The childminder has been registered since 2007. She lives with her husband and three children aged nine, six and two years. They live in the Rawcliffe area in the outskirts of York. The childminder uses a play room and a kitchen which leads into a dining room on the ground floor and the bathroom on the first floor. There is a fully enclosed back garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently 10 children attending, of these three are in the early years age group. The childminder also offers care to children aged over five years, two children are over eight years old, all attend on a part-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The home is within walking distance of the local school, playgroup and play area. The childminder has a Level 3 childcare qualification. 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.

Children are valued as individuals and provided with a good range of activities and resources, which supports their learning and development needs very well. They are cared for in a well-organised and homely environment, where they are kept safe and secure at all times. Most of the required documentation is in place and used well to support her good practice. There are effective working relationships with parents and carers, contributing significantly to the childminder's sound knowledge of the individual needs of all the children in her care. The childminder has systems in place to record children's progress towards the early learning goals and shares these with parents. She undertakes self-evaluation of her provision and includes the views of parents, as she continues to refine the service she provides.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are completed for any changes, paying attention to any health care needs
- use observation and assessment systematically to plan a child's developmental progress and regularly review this approach.

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 training on a regular basis, she keeps her skills and knowledge up to date. Information, along with contact details for the relevant agencies are all available. Records, such as, those of any accidents, fire drills and attendance are all kept up to date and signed by parents where appropriate. The childminder is very safety conscious and ensures children's safety at all times. For example, the outer doors are kept locked, to ensure no one enters the premises uninvited. Visitors have their identities checked when appropriate. There are written risk assessments in place that cover all areas of the premises, garden and outings minimising safety issues. However, there is no updating of the risk assessment to cover a change of circumstances. 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 up to date, through attending training, reading articles and sharing good practice with other childminders. She has fully embraced the Early Years Foundation Stage. She has started to complete the Ofsted self-evaluation form and regularly seeks the views and feedback from parents. These systems help her to monitor her own practice and bring about continual progression in the outcomes for children.

The childminder has good working relationships with the parents and carers. Parents acknowledge the wide range of activities and learning opportunities provided and appreciate how she encourages and develops their children's individual interests. The childminder has regular contact with the parents and carers, giving verbal feedback on a daily basis. In addition, photographs of the children are available, enabling them to see their children at play. The childminder has systems in place to share information and work in partnership with other professionals when required.

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 and resources depicting race, culture and disabilities. 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 range of activities and resources that reflects their individual interests and stages of development. Children self-select and make independent choices in their play and learning. They 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 mainly well documented in their individual folders and supported with photographic evidence, observations and assessments. However, the systems for observations are not systematic in covering every area of learning equally. Parents know they can access their child's folder at any time and the childminder encourages them to do so, however they have do not contribute to them other than when they first start at the setting.

Children benefit from the warm and homely environment, where their uniqueness is fully recognised and promoted. They demonstrate confidence and point to photographs of themselves displayed within their profiles. They develop their language skills through stories and joining in songs. Children enjoy a warm and trusting relationship with the childminder and respond warmly to her. They show an interest in books, listen well as the childminder reads their favourite story and point to the various pictures as she asks related questions as the story progresses. Children have lots of opportunities to draw, write and make marks. Their understanding of writing for a purpose, letters and numbers are well supported and encouraged. Children develop their artistic creativity, as they make cards for birthdays. Children's understanding of number and counting is developing well. They confidently sing, and do the movements to the songs with the childminder, they join in with percussion instruments to music.

Children enjoy learning about nature and living creatures. There are pictures depicting nature and the various flowers, insects and animals they have found on the various visits to places of interest. Their physical good health is promoted, through lots of fresh air and outdoor activities. For example, they enjoy the many opportunities at the play areas where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment.

Children learn to become independent in their self-care tasks. The older children go to the toilet themselves and know to wash their hands after doing so. This is promoted, through pictures and words. In addition the childminder ensures hands are clean, reminding them to do so before their snacks and meals. Children are learning about keeping themselves safe on site, through practising the emergency evacuation drill. When out on their walks the childminder explains to them how to walk safely and the dangers of traffic.

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

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| 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

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| 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

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| 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

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| 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

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| 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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