

Inspection report for early years provision

Unique reference number	321385
Inspection date	28/03/2011
Inspector	Jackie Phillips
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 registered in January 2000 and lives in a house in the suburbs of York close to the city centre. She lives with her husband and three children aged 12, 15 and 16 years. The ground floor and one bedroom on the first floor are used for childminding. There is an enclosed rear garden available for children's outdoor play. The family keeps three guinea pigs as pets. Children are taken out on trips and outings to places of interest within the local community.

The childminder is registered to care for a maximum of six children under the age of eight, three of whom may in the early years age range including two children under one. She is registered on the Early Years Register and both parts of the Childcare Register. Currently there are 18 children on roll. Of these, seven are within the early years age range. The childminder is a member of the National Childminding Association and the North York Childminding Group. She is also a member of Clifton Early Years Partnership group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a wide range of learning experiences that take place inside the setting and outside. Most systems and routines successfully support their learning to ensure they make good progress. The childminder works closely with parents to meet children's individual needs. She values wider partnership working and the strong contribution it makes to children's achievements and well-being. Plans for the future are accurately targeted to bring about further improvement in the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the process following observation and assessment, of how the next steps in children's learning will be identified and met
- improve how very young children begin to understand effective personal hygiene routines, for example following nappy changes.

The effectiveness of leadership and management of the early years provision

The childminder is well aware of her responsibility to protect children from harm. She knows the appropriate procedure to follow if concerns are raised about a child's well-being or welfare. She has local and national safeguarding guidance in place to use for support and referral. She has made sure that appropriate checks are carried out on all adults living at the property who have close contact with

children. She has detailed records of risk assessments in place. This helps her focus and take action to reduce potential risks for children inside and outside the setting. A homely, welcoming environment is provided and the childminder develops warm and trusting relationships with children which contributes to them feeling safe and secure.

A broad range of toys and resources are provided that keep children interested, actively engaged and well occupied. The majority are very easily accessible which supports children's growing independence, choice and decision making skills. There is a good balance of activities that are organised at the setting or those that take place within the community. For example, at different playgroups or through local trips and outings. This helps children learn in a variety of ways and through a range of wide experiences. Some activities are focused on helping children become aware of cultural diversity including the celebration of more traditional events. This helps them develop their self-awareness and a sense of their place within the society within which they live.

Regular observations and assessment of children's progress takes place. Written accounts are often supported by photographic evidence. Recordings are made in children's individual diaries which are transferred between the home and setting. This helps keep parents up to date with information regarding the progress children make as well as providing an accurate account of each day. There is however, limited evidence to show how the childminder uses information from observations and assessment to plan for children's next steps in their learning. There is effective liaison with parents which contributes to improvements in children's achievements, well-being and development. In particular this close working partnership helps the childminder to meet children's specific and individual needs.

The childminder has made strong links to work in partnership with a wide range of providers. This supports effective ways of working and professional development. She is active in finding ways in which to help her develop the service she provides. For example, liaising with other childminders and seeking the views of parents. She has ambition and drive to secure future development of her provision. For instance, she plans to provide children with better access to outdoor learning by attending a local forest school and developing her skills in information technology.

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

Children feel secure, content and happy at the setting, which makes a strong contribution to the progress they make. For example, they move around confidently and are not uncomfortable when visitors are present. Their vocabulary and language skills improve through interesting and meaningful conversations and discussions held between themselves and the childminder. The high emphasis placed on active learning through play strongly influences children's confidence.

They know where to find toys they want and are familiar with the routine of the day. Meal times particularly, are an important aspect of the routine. Children make healthy choices about the food made available to them and benefit from being involved in a sociable occasion, which is relaxed and comfortable. Individual dietary needs are given proper consideration.

Children are supported affectively to develop their understanding of health and safety. For example, they practise the emergency evacuation procedure for the setting and take part in discussions relating to road safety when out walking in the community. Most routines support children learning about effective personal care routines, for example hand washing prior to eating. However, this is not always carried out consistently. For example, cleansing the hands of the youngest children following nappy changes to help them begin to learn about good personal hygiene.

Children are introduced to physical play and exercise that help them understand the benefit of adopting a healthy lifestyle. The outdoor learning environment has been greatly enhanced to provide a varied range of rich learning experiences. For instance, opportunities to be creative outside, to grow and plant vegetables and use ride-on toys to navigate the curvy path that winds through the lovely garden.

Children happily engage in self-chosen activities and demonstrate good levels of sustained concentration. For example, they use simple tools such as crayons, pens and stencils provided for mark making. Children benefit as the childminder has taken steps to make the indoor environment conducive to learning. For example, she helps children recognise their written name and uses resources to help them understand days of the week and weather conditions. Children are rewarded for their achievements through praise, which in turn raises their self-esteem and helps them behave very well. There are some resources provided which help children become familiar with everyday technology. Such as, old mobile phones to investigate and toys that require action by the child to make it work. This is identified by the childminder as an area for further improvement. Construction materials and puzzles help children solve problems. Overall, children are well equipped with skills they require in order to make progress and secure future learning.

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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