

Inspection report for early years provision

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Inspection date	04/07/2011
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 2010. She lives with her husband and two children aged six years and five years, in Haxby on the outskirts of York. The home is within walking distance of local schools, shops and parks. The whole of the house is used for childminding, the lounge and dining room are the main play areas. The bathroom facilities are on the first floor. There is an enclosed garden to the rear of the premises for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for four children at any one time, three of whom may be in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently eight children attending, of whom five are within the early years age group, all attend on a part-time basis. The childminder also offers care before and after school to children aged over five years.

The childminder walks to take and collect children from the local school. 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's individuality is recognised and acknowledged by the childminder who tailors her service to provide an inclusive environment for the children in her care. The childminder's attention to children's safety is effective. Children have access to a range of resources and activities to promote their interest and enjoyment. A comprehensive range of documentation is in place to support her service and keep parents effectively informed. The childminder demonstrates a commitment to continuous improvement and reflects on her practice to identify areas for ongoing development.

What steps need to be taken to improve provision further?

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

- develop further the outside learning environment, providing activities that cover the six areas of learning, supporting children's interests and extending learning
- review and monitor the six areas of learning overall to ensure children are making equal progress in all areas of learning and development, use the information to support ongoing development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her legal responsibilities regarding child protection issues. The childminder places a strong emphasis on children's safety and in their protection. She has a detailed safeguarding policy which is shared with parents giving them knowledge of what actions she will follow if there are any concerns. She has completed training to ensure her knowledge of child protection is current. The childminder ensures she assesses and covers risks in all aspects of her practice with the children. The risk assessments are continually revised and updated, covering indoors, outdoors and all outings the children attend. There is a comprehensive range of policies and procedures for children's welfare, health and safety that the childminder follows.

She attends training to extend her knowledge and understanding of early years work. This is reflected in the service she provides for children, ensuring they have fun and make good progress in their learning. She evaluates her provision and has areas that she is working to improve and set targets, such as working towards a childcare qualification in the future.

Children's independence is fully supported, the opportunities for the children to be involved in many different activities contributes towards a positive attitude to learning. The indoor environment is welcoming with a good range of well organized resources and age appropriate equipment providing interest and enjoyment for the children. The outdoor environment is not as effective in supporting all areas of learning. This is an area the childminder has identified for further development. The childminder promotes equality of opportunity and children start to develop an understanding of diversity and different cultures.

There are effective relationships between the parents and the childminder. Comprehensive information is shared both verbally and in writing, this closeness of working positively impacts on the children's welfare, development and learning. Parents are full of praise for the childminder and state how much their children enjoy attending, that they do many different activities to support their development and learning. When parents first attend they receive comprehensive and informative information about how the childminding service is organised, this is ongoing and ensures parents have a good overview of what the childminder provides and in return what the childminder expects from parents.

Comprehensive documentation for the management of the childminding service is in place with continual updating. These contribute to children's health, safety and well-being and the effective management of safety in the provision supports children's safety. The childminder demonstrates a commitment to continuous improvement. She attends training and reflects on her practice to identify priorities for development and to improve outcomes for children. She has started to develop systems of self-evaluation and is keen to establish these further to ensure all areas of development are routinely identified. This has led to her considering how she can record an overview of the learning and development elements to further develop her service.

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

The children are settled and play happily in the childminder's welcoming home. They enjoy a good balance of child-initiated and adult-led activities which provide challenge and enjoyment. All children are making good progress across the six areas of learning. Systems for gathering key information from parents are effective in establishing what children know, their likes and dislikes, daily routines and things important to them at home. This information is used to help children settle and to plan for their individual needs and interests. The childminder plans a range of well-organised play activities which reflect individual children's interests and capabilities. As a result, children are eager and motivated to learn new skills.

The childminder makes many observations and assessments of children's interests and progress in all six areas of learning. She identifies how she can progress children's learning and development. The childminder is still developing her systems to record children's learning journey and records the possible next steps in all areas of learning. She has not yet found a system to give her an overview of what learning areas she is effective in and other areas that she is extremely effective, for example, healthy eating. The childminder has noted this as an area to refine in her future plans.

Children are beginning to show an understanding of the importance of a healthy lifestyle. They enjoy healthy, nutritious snacks and meals that are freshly prepared by the childminder. They engage in physical activities each day, both indoors and outside. Children have ample space to practise their physical skills in a secure and safe environment where the risks have been assessed and effectively monitored. They use the enclosed outside play area and go for walks in the local community with the childminder. Children's health, physical and dietary needs are effectively met. Children's good health and well-being is fully promoted as the children learn good hygiene practices to prevent the spread of infection.

The childminder supports children to be independent and develop their personal care skills, such as feeding themselves and learning to drink from a cup. Children are secure and develop their self-confidence as they express their views and make their feelings known to the childminder. The childminder ensures activities are suitable for the ages of the children attending. She adapts her interactions to ensure they are all included and able to take part at their own level. Children enjoy painting, role play and construction. Communication, language and literacy are well supported, extending their vocabulary as they play and sing rhymes and listen to favourite stories. They are confident to make choices and have a very effective relationship with the childminder.

Many creative activities are included in the daily routine, some are organised to support festivals and celebrations. She is responsive to the younger children's shorter attention span and provides them with many different activities to keep them interested and engaged. Children learn about the world through growing seeds and gardening. The children's behaviour is very good, the childminder uses

clear and consistent strategies to help children learn to share and take account of the needs of others. She provides simple explanations to help them develop their understanding of the possible consequences of their actions as they play games and take part in activities together.

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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