

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419456
<b>Inspection date</b>	07/07/2011
<b>Inspector</b>	Rosemary Beyer
<b>Type of setting</b>	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 was registered in January 2011. She is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and registered to provide care for four children under eight years of age. She is currently caring for three children in the early years age group on a part-time basis.

She lives with her family in a semi detached house in the Beckfield Road area of York, within walking distance of local shops and amenities, although, her children do not attend the local school.

Children have the use of the ground floor of the house and a secure rear garden. They also visit a number of groups for creative and physical activities. The childminder is a member of the National Childminding Association and the local childminding group. She is supported by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare successfully, ensuring they are safe and secure. They engage well in the activities she provides and through effective planning and assessment she ensures they have sufficient challenge to maintain their interest. Overall, they are making good progress in their learning and development. There is a very close working partnership with parents which ensures they are kept informed of issues relating to their child's care and learning. The childminder has started to use the self-evaluation process to highlight key strengths and areas for development and has consulted the parents for their views to ensure she is meeting their needs and those of the children.

## **What steps need to be taken to improve provision further?**

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

- develop opportunities to learn about the natural world.

## **The effectiveness of leadership and management of the early years provision**

The childminder's home is very well organised to help children develop independence and they can select their own resources from the wide range available. Flexible daily routines allow them to experience varied activities in the home and the wider community. Overall, records and policies and procedures are used effectively to promote the children's welfare. The childminder has a good understanding of safeguarding including the procedure to raise child protection

issues if she has concerns.

Assessment and planning is used effectively to promote children's development and they are all making good progress given their age, ability and interests. Individual development records include photographs and observations which illustrate children's achievements across all areas of learning. The next steps are included to provide ideas for activities to further support them.

Partnerships with parents are very good and they have made very positive comments about the care their children receive. One parent wished the childminder had been found earlier. They feel welcome in the childminder's home and like the daily diaries she completes to give them a picture of their child's day. Development files are also readily available for them to see and they are kept up-to-date, with ideas for activities to do at home.

The childminder has started to use the online self-evaluation form to evaluate her practice. She has identified key strengths but also areas she feels can be improved. As part of the evaluation, she has already acquired high visibility vests and has developed a training plan to develop her own knowledge and expertise.

All children are welcome in the setting and the childminder builds good partnerships with other carers, such as nurseries and schools. She also has contact with other agencies which support the children. This communication and regular exchange of information makes a strong contribution to promoting the children's well-being and development.

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

The childminder uses information from parents and her own observations to provide a wide range of resources and activities to promote the children's learning and development. They are making good progress in all areas and becoming confident in their choices of activities. Having chosen to make plate collages, the children select materials and independently use the glue and bits and pieces to make their patterns. They concentrate well and enjoy creating their own masterpieces. Some art work is on display in the playroom.

The children are confident when visitors arrive and happily discuss what they are doing. They are learning to look after themselves when playing. They know they must not throw toys around because it can hurt people or break them, but when the swing rope broke, they tell the childminder it needs mending as it is not safe.

During the inspection, the children play with water in the garden, using watering cans to water the pot plants which they know need sunshine and water to grow. The children have also cared for sunflowers in the garden but have limited opportunities at present to learn about planting seeds or growing vegetables. They investigate pouring with various pots and pans, comparing the volumes and

discussing what happens when colour is added to the water.

Healthy lifestyles are effectively promoted by the childminder to keep the children fit and well. They know the benefits of a healthy diet, good hygiene practice, such as washing their hands after personal care and before food and putting dirty tissues in the bin. They also have fresh air and exercise everyday, asking for a towel if they are wet and a shirt if they are cold.

The children are developing good social skills, making friends and becoming considerate, well-mannered children. They are able to communicate well and enjoy playing together. A good range of resources including musical instruments, dressing up clothes and books are available for the children to learn about other cultures and customs. Information about holidays is displayed on the map of the world and the locations are used to raise discussion. They also go out into the local community when they attend different activity groups.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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