

## Inspection report for early years provision

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<b>Unique reference number</b>	400998
<b>Inspection date</b>	21/07/2011
<b>Inspector</b>	Cathryn Parry
<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 1995. She lives with her husband, adult son and teenage son in the residential area of Marton cum Grafton near York. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder cares for children Monday to Thursday from 8am to 5pm during term time.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She also offers care for children aged eight years to 11 years. There are currently nine children on roll, of whom six are under eight years. Of these, five are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She collects children from the local school and attends a toddler group on a regular basis. The childminder receives support from the local authority.

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

Overall the quality of the provision is outstanding.

All children make exceptional progress in this highly inclusive and welcoming setting. Overall, systems for monitoring children's achievements are exceedingly good. All children are included in the huge variety of experiences provided, fostering a sense of achievement and enjoyment. They are eager to learn, self-assured in their play and confident to try new experiences. Clear systems are effectively implemented which monitor and evaluate the quality of the provision to ensure continuous improvement is successfully maintained.

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

To further improve the high quality early years provision the registered person should consider:

- developing further systems to involve parents as part of the ongoing observation and assessment process.

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

Children are safeguarded extremely well as the childminder's home is very secure at all times. This is supplemented with highly effective procedures for adults collecting children. The childminder has a comprehensive knowledge of local safeguarding children procedures and keeps up-to-date with changes to legislation. Meticulous risk assessments and daily checks of the premises and resources successfully identify and address hazards to effectively reduce the chance of accidental injury. The childminder's ongoing commitment to training has a

significantly positive impact on the exceptionally high quality of care provided. The childminder organises the space and resources within the indoor and outdoor areas with great skill, offering an extremely wide choice of experiences.

The childminder demonstrates a real commitment to positively promoting equality and diversity. A proactive relationship between parents, carers and the childminder results in clear aims being consistently met for the individual needs of children. The childminder is exceptionally aware of the high importance of partnerships with others to enable her to effectively and imaginatively enhance opportunities for children's learning and development. Strong links have been developed with other practitioners where children receive care and education in more than one setting. This has an immense impact on the childminder being able to positively promote continuity of care and effectively extend and complement activities.

The childminder is extremely motivated, has high aspirations and strives to achieve the best outcomes for all children. She implements a robust self-evaluation system, seeking the views of parents, carers and children to fully ensure all areas are effectively monitored from different perspectives. This results in the clear identification of targets for further development. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on the childminding setting as a whole.

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

The childminder demonstrates an exceptional knowledge of the Early Years Foundation Stage Framework and provides consistently meaningful learning opportunities for all children. She plans activities imaginatively to capture children's interest and encourage very good progress in each of the areas of learning. The childminder carefully observes children and records this to clearly show progress towards the early learning goals and inform future plans. Systems for involving parents and carers in the ongoing observation and assessment process are in place, although these are not yet fully embedded to further enhance the exceptional practice.

Children are extremely happy and secure as a result of the childminder's consistent praise and support. Children are learning to value people's differences through the celebration of festivals and accessing an inspiring variety of resources which positively reflect race, gender and disability. Children behave exceptionally well. They are given ample opportunities to form friendships with their peers, play cooperatively and learn to take turns, share and compromise. They have a growing understanding of the natural world through a vibrant variety of well-planned and spontaneous activities. These include feeding the golden pheasants in the childminder's garden, stroking lizards at a tropical centre and listening to grasshoppers in the field. Children's thinking and language skills are innovatively extended through effective questioning by the childminder. Problem solving, reasoning and numeracy skills are effectively reinforced through an array of puzzles, sequencing and sorting activities. Children are very creative and thoroughly enjoy exploring music and movement, and participating in painting and

baking activities. They flourish as they access excellent opportunities for physical play, including climbing on fallen trees in the woods and visiting a soft play centre. Children successfully develop their skills for the future as they access interactive resources and carefully chosen activities on the computer.

Children have a very strong sense of belonging due to the childminder's warm and caring nature. Their knowledge about personal safety is purposefully encouraged by gentle reminders from the childminder to pick up the toys so they do not trip, road safety activities and discussions around how to carry scissors safely. Children's well-being is enriched through accessing a balanced, healthy diet. Meals provided include home-made shepherd's pie, roast chicken with vegetables and pasta dishes. Children show an exceptional understanding of good personal hygiene practices. This is further promoted through excellent discussions and the use of effective visual reminders, for example, action pictures for hand washing. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards children's well-being.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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