

Inspection report for early years provision

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Inspection date	01/09/2011
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 1998. She lives with her husband and two children aged seven and 10 years in Strensall, situated on the outskirts of York. The whole of the ground floor of the property is used for childminding, along with the bathroom on the first floor. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community. The family keep a pet hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range, including one child under one. Currently there are seven children on roll, four of whom are within the early years age group. The childminder is a member of the National Childminding Association and holds a recognised childcare qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and benefit from being engaged in a wide variety of interesting activities that regularly take place. The childminder has established many routines that keep children safe and healthy. She values partnership working, particularly with parents, to help her meet children's individual needs. All required policies and procedures are in place, although two legal requirements relating to documentation are currently only partially met. The childminder demonstrates a positive approach towards continual improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 16/09/2011
- improve documentation so that a record of the names of the children looked after on the premises and their hours of attendance is completed daily (Documentation). 16/09/2011

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

- develop further the systems for planning, observation and assessment, particularly to show how children's individual learning needs are being met.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibility to protect children from harm. She assesses potential risk for children inside and outside the setting. However, records do not clearly show a date for review, which is a specific legal requirement. She has attended appropriate training to support her knowledge and understanding of providing first aid and addressing safeguarding issues. If concerns are raised about children's welfare or well-being, the childminder knows whom to contact and has national written guidance in place for referral. A welcoming environment is provided for children. There are a varied range of policies and procedures to support the overall operation of the provision. The childminder keeps a record of children's attendance, however, this is completed retrospectively, placing children at risk, particularly in the event of an emergency. The childminder develops a genuine bond with children, helping them to feel safe and secure.

The environment is well organised and accessible to the children. For example, since the last inspection an extension added to the rear of the property provides a spacious playroom for children to use. They have good access to the garden area, which has also been improved, and the majority of toys and resources are attractively presented to enable children to make individual choices and decisions. The childminder is aware of her strengths and weaknesses and continually looks for ways to improve her provision. For example, seeking the opinions of parents and children and regularly accessing professional training. She has addressed previous recommendations effectively.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as their individual routines and preferences. The childminder and parents share important details about children's starting points and progress. This means parents are involved in their child's learning, supporting progress towards the early learning goals. The childminder does not currently care for any children who attend other early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care.

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

Children are content and happy in the setting, making a strong contribution to the progress they make. For example, they move around confidently and are interested in the activities organised for them. Children are able to make their needs known, such as finding a book when they would like to have a story read to them. They are helped to understand about health and safety, for example, by being involved in the emergency evacuation procedure of the setting and discussing road safety when out on walks within the community. They are introduced to learning activities and physical play that help them to understand

aspects of a healthy lifestyle. For example, using the varied range of outdoor resources and eating meals and snacks with high emphasis placed on the inclusion of healthy options.

The weekly routine includes regular opportunities for children to access fresh air and exercise. For instance, going to the play park or attending sessions organised at the local children's centre. This helps them to socialise and become familiar with their local community. Children happily engage in activities and demonstrate good levels of sustained concentration. For example, choosing from the different tools available to experiment with the play dough. There are some toys provided which require action by the child to make them work, helping to develop skills children will need to use everyday information and communication technology. However, the current range is limited. Trips and outings to places of interest and topics focused on raising children's awareness of the wider world help them begin to understand the society in which they live. Often additional toys and resources are chosen and borrowed from the 'toy bus' and children are involved in the decision making.

Children make good progress in their learning because the childminder observes their development and uses what she knows to plan a range of interesting activities. Written records, accompanied by photographs and examples of work, are stored in individual files so that each child has a valuable account of their learning journey. The childminder's current recording systems to plan, observe and assess children's progress do not clearly reflect how she tailors experiences to meet their individual learning needs. Good use is made of spontaneous opportunities to help children learn. For example, counting the pigs on the page of the story book or when sharing out the play dough tools. Children develop a good understanding of the wider world and are very well equipped with the skills they need in order to 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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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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