

Inspection report for early years provision

Unique reference number	401010
Inspection date	01/09/2011
Inspector	Christine Tipple
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1989. She lives with her husband and adult son in Knaresborough. The childminder uses two designated playrooms and the bathroom on the ground floor and two bedrooms on the first floor for childminding purposes. There is an enclosed rear garden available for outside play. The childminder is able to take and collect children from the local school and pre-school. The family have two cats.

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 range. There are currently 19 children attending, of whom four are within the early years age group, and all attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a highly supportive and caring environment where their individual needs are valued and celebrated. The childminder's experience and skills provide a positive learning environment which enables children to make good progress. The childminder gives high priority to children's safety and well-being. Excellent partnerships are established with parents to ensure a shared approach to their children's ongoing needs. The links within the community and with other early years providers are positive. The childminder reviews her practice to assess where she can improve and develop what she provides for the children.

What steps need to be taken to improve provision further?

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

- develop how children's observations and assessments identify their next steps and inform future planning
- strengthen partnerships with other early years providers children attend to promote continuity and a shared approach to their ongoing development.

The effectiveness of leadership and management of the early years provision

Children are well protected by the childminder, who has a good understanding of keeping them safe and secure. She has updated her safeguarding training and ensures her policy and procedures reflect current guidelines, including relevant contact details of the safeguarding agencies. The childminder has comprehensive risk assessments for all areas children come into contact with, both inside and

outside of the premises. These are reviewed by her to ensure children's ongoing safety is given high priority. The well-presented documentation and other records in place promote a well-organised and efficient approach by the childminder to the management of her provision. The childminder has taken steps to review her practice and develop areas, such as providing an additional playroom for the children to extend their learning opportunities. The childminder ensures she reflects the needs of both the children and parents in the changes and development of her provision.

The childminder provides a very welcoming and inclusive environment for the children and their families. She ensures all areas are easily accessible to the children. The childminder has a positive range of information and resources which reflect different cultures and disabilities, which support the children to develop their awareness of diversity. The children participate in celebrations through the year, such as Chinese New Year, monitoring the seasons and participating in community activities. Children have plenty of space inside and outside to initiate their play independently. The well-laid-out playrooms offer the children a wide selection of quality resources and equipment which give them excellent access and choices in what they want to play with. This approach fully engages the children to extend their interests, which is reflected in their enthusiasm and enjoyment in what they do. The ongoing access to the outside area offers them additional experiences, which they access freely and confidently.

The partnerships established with parents are excellent. They feel welcomed by the childminder and their children are very much part of her family. The childminder provides a range of detailed information which fully informs parents about the care and provision provided, and she ensures she knows the children's routines and needs. This supports the children to settle in very well as the childminder is sensitive to both the parents and children's needs. The parents have access to their children's detailed learning files where they are encouraged to make comments. The childminder offers various methods of communication for parents, such as email and texts to keep them informed and up to date about their children. Feedback from parents is highly complementary about the excellent quality of care their children receive and the wonderful range of activities and learning opportunities provided. The childminder's link with the local school and other early years providers is good. However, this is not yet fully extended to provide a more shared approach to the children's ongoing support and development. The childminder uses a range of community services to best advantage for the children to further enhance their experiences, skills and confidence.

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

The childminder supports continuous play for the children to enable their interests to be promoted. The childminder has taken time to provide a well-presented and informative learning files for each child. These provide a range of detailed observations and photographs which show the children's enjoyment and involvement in the various activities and learning experiences in all six areas.

However, the childminder has not yet extended her assessments to clearly identify children's next steps, which informs how she plans for their ongoing development. The childminder is confident in her understanding of what each child can do and how they can move forward. The very supportive and caring relationships formed by the childminder with the children ensure they develop a positive sense of belonging. Cuddles and reassurances are readily provided, which enable children to feel secure in a positive, nurturing environment. The childminder talks and engages with the children about what they are doing and listens to what they say. This enables them to feel valued and confident to communicate and to extend their vocabulary. Books and stories are freely available for the children to choose their story to read with the childminder. The range of tools and writing materials fully support the children's early mark making and writing skills. Children have a wide range of small world and role play materials and equipment which extend their pretend play very well. The children have various experiences which enable them to explore and investigate in the large garden area provided. They have their space to grow tomatoes or pumpkins, which the children are proud of. The children have ongoing opportunities to count and match objects and to sequence through games which involve different shapes and colours or using picture dominoes. Children use various construction materials and jigsaws to extend their problem solving skills. The children have various creative experiences, for example, making a collage with recycled resources, such as bottle tops, which is displayed outside. Children paint and use various tactile materials and mediums to make their pictures or models. Children enjoy blowing bubbles and watching them float in the wind. They have various musical activities and sing together. The outside provides a range of very good physical play and extends the children's learning experiences, such as exploring the garden looking for snails or insects and using the playhouse and tent.

The children play well together and demonstrate their early skills in negotiating and sharing. The childminder is keen for the children to use their manners and to respect their environment. The childminder provides lots of praise and encouragement with the children, which is reflected in their sense of pride in their achievements. The childminder gives high priority to children's safety in all that she does with them. This is managed through the excellent layout of the playrooms and the management of the children to ensure they maximise their play and learning, but are able to take appropriate risks. The children take an active part in the evacuation process so they learn about what to do in such a situation. Regular outings provide the children with the opportunity to practise their road safety skills. The childminder has an effective health and safety policy which promotes very good practice in maintaining standards of hygiene. The children are confident in using the toilet and washing their hands. The information provided for parents informs them of the steps taken to minimise cross-infection and includes the exclusion periods required when children are ill. Meals and snacks are offered by the childminder, who prepares these daily for the children. She encourages them to try various foods, such as different vegetables and fruit. Children have sugar free juices, water and milk, which the childminder ensures they drink regularly through the day. Children know about putting on sun cream when the sun is shining as they go outside. The positive approach by the childminder for children to be safe and healthy is effectively promoted through their daily play and provision.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----