

Inspection report for early years provision

Unique reference number	321321
Inspection date	07/09/2011
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.

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 registered in 1999. She lives with her husband and four adult children in the Acomb area of York. The whole of the ground floor of the property is used for childminding and 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 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 six 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 five children on roll; of these four are within the early years age group. The childminder is a member of the National Childminding Association and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Activities are varied, interesting and stimulating. Most systems and routines keep children safe. The childminder is well organised and self-motivated. She works closely with parents and partners in the wider context to meet children's individual needs. The childminder has a positive attitude towards making improvements to her provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 22/09/2011
- complete a 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). 22/09/2011

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

- improve systems for planning, observation and assessment to be clear and share with parents how children's individual learning needs are met and all areas of learning are given equal attention.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to protect children from harm. She has attended appropriate safeguarding training and has in place a varied range of literature for guidance if required. She has ensured that all adults who live at the property have undergone the necessary suitability checks to enable them to be in close contact with children. The childminder assesses potential risk and hazards indoors and outside the setting. Some records are completed well whilst others are not. In particular, the records of risk assessment for indoor areas that children use are not completed effectively to show when checks are carried out or to confirm a date for review. This is a specific legal requirement which is currently being only partially met. A comfortable and welcoming environment is provided. The childminder develops a genuine bond with children, helping them to feel safe and secure.

The varied range of toys and resources available keep children interested and well occupied. The majority are easily accessible which aids children's independence, choice and decision making skills. Resources are rotated which prevents children from becoming bored. There is a good balance of activities that are initiated by children or those led by the childminder. She organises different events for children each week including walks and outings to places of interest within the community, visiting other childminders and their children and attending activity groups. This helps children learn in a variety of ways and benefit by socialising and being introduced to different places and situations. Resources are sourced from different areas, including those that are shared and borrowed. This provides children with access to a wider selection.

The childminder values working in partnership with parents, colleagues and professionals. She frequently meets with other local childminders helping her to share ideas, keep up-to-date with information and enhance her provision and working practice. She understands the benefit of working with partners from other settings making a strong contribution to children's achievement and well-being. The setting's range of well written policies and procedures are shared with parents alongside their written consent for a number of operational routines. Parents contribute their opinions of the service they receive in written format and comments show all are highly satisfied. The legal requirement to have in place their written agreement for the childminder to seek any necessary emergency medical advice or treatment is currently only partially met.

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

Children are very familiar within their surroundings. They move around confidently and are not upset or uncomfortable when visitors are present. This shows they feel safe and secure. Children recently joining the provision are supported very well to adjust to their new surroundings. All children are involved in the setting's evacuation procedure enabling them to know what to do in an emergency. They

are also taught about road safety when out in the community, which means they learn some responsibility for keeping themselves safe. Children are involved in personal care routines such as hand washing before they eat. This helps them understand basic hygiene skills. They can choose what colour beaker they would like to use and make decisions about the food they would like for mid-morning snack. Regular access to fresh air and physical exercise helps them understand the importance of a healthy lifestyle.

The varied range of learning opportunities children experience successfully enables them to make good progress in their learning. They benefit from activities that help them develop an understanding of the wider world. For example, experiencing different cultural events and using toys that raise their awareness of diversity. In order to develop their senses and introduce mathematical concepts the children fill and empty containers with dried pasta and collect conkers when out on walks. Resources are available that helps them develop early skills they will need to use and be familiar with information and communication technology. For example, toys that require action by the child to make it work such as pushing a button or turning a knob. Their imaginations are inspired by books and stories and access to music, role play and creative experiences through a variety of arts and crafts.

Children behave well and form positive relationships with the childminder and her family. The childminder observes children's progress and makes frequent assessments. She identifies what she needs to do to move children forwards in their learning. Photographs provide good evidence of the activities children engage in and these are shared with parents. Written evaluations of children's progress are stored in journals which provide parents with a valuable account of their child's learning journey. Current systems in place do not clearly reflect how children's individual learning needs are met and how this information is used to guide planning or check all areas of learning are systematically covered to ensure there are no gaps. Overall, children are well supported to be active, curious and inquisitive learners 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	3
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	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	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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