

## Inspection report for early years provision

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<b>Unique reference number</b>	321235
<b>Inspection date</b>	09/09/2011
<b>Inspector</b>	Jackie Phillips
<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 registered in 1994. She lives with her husband, six year old child and two adult children in the Dringhouse area close to the centre of York. The whole of the ground floor of the property is used for childminding. 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 guinea pigs and some fish as pets.

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 eight children on roll of whom four are within the early years age group. Sometimes the childminder works with an assistant but the number of children she is registered to care for remains the same. The childminder is a member of the National Childminding Association and a local childminding group. She holds a recognised childcare qualification to level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. They benefit from being regularly engaged in a wide variety of interesting activities that take place both within the setting and at local places of interest. The childminder values partnership working to ensure the specific needs of individual children are met. All required policies and procedures are in place, although a legal requirement relating to documentation is currently only partially met. The childminder demonstrates a positive approach towards continual improvement particularly to develop her professional knowledge of working with individual groups of children.

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

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

- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 23/09/2011

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

- consider ways in which the younger children can contribute their ideas towards the continual improvement of the provision
- develop further systems for planning, observation and assessment to

clearly identify how children's individual learning needs are met.

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

The childminder has a good understanding of her responsibility to protect children from harm. She assesses potential risk for children inside and outside the setting. However, the legal requirement to carry this out is only being partially met as records do not clearly show a date for review. 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 who to contact. Over the years the childminder has collected a varied range of useful written information relating to the care and education of children for referral if required. She has made sure that adults who live at the setting have undergone appropriate checks to confirm they are suitable to be in close contact with children.

A warm and welcoming environment is provided for children and space is utilised very well. In addition the childminder develops trusting relationships with children, helping them to feel safe and secure. There is also a varied range of policies and procedures to support the overall management and operation of the provision.

Since the last inspection the childminder has addressed recommendations raised effectively and has continued to make improvements to her provision and outcomes for children. For example, she has developed her setting to provide more space and created a bright and interesting playroom. The wide range of toys and resources are attractively presented and made accessible to children, helping to support their choice and decision making. Resources are regularly rotated to avoid children becoming bored and the childminder plans to provide an album of photographs of all her equipment. This will enable children to make more informed choices even if items are in storage. She plans a stimulating programme of learning that includes regular walks, trips and outings. This helps children socialise, learn about their community and supports their learning through different experiences and situations. She observes and evaluates their progress and written accounts combined with photographs demonstrate each child's individual learning journey. The childminder understands the uniqueness of each child well, but it is not always clear how the information she gains from assessment is used to guide planning, particularly to meet their individual learning needs.

Partnership working is valued and parents are kept well informed. They are invited to contribute their opinions of the service they receive through verbal and written comments. Older children have been involved in this reflective process but currently younger ones do not make a meaningful contribution. The childminder is very involved in effective relationship building with other professionals and providers concerned with the care and education of individual children to enable each child to succeed and receive the support they need. She contributes to this process very successfully and it is an area that she plans to develop in the future. The childminder values networking with other childminders and professionals to

keep up-to-date with current information. She has a positive commitment towards training to keep well informed and abreast of effective working practices.

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

Children are very content and happy at the setting making a strong contribution to the progress they make. They are very keen to talk about exciting experiences such as recent holidays. Language skills are developing very well and they take part in meaningful conversations which help them express themselves and share their ideas. They play particularly well imaginatively. For example, making drinks and snacks within the pretend kitchen area or using the shopping trolley to collect food items. They are able to share and take turns and their behaviour is good. This is because they are very well supported to mix with other children and adults and they are kept well occupied and engaged. Children are successfully supported with the transition into the school environment. They take and collect older children from the local school and benefit by being able to play within an organised group that operates from one of the classrooms.

Children are comfortable and secure within the setting. For instance, they move around confidently and are interested in the activities organised for them. They play with sustained interest and concentrate on activities that particularly interest them, such as mark making in their individual writing books. They respond well when asked questions, usually providing the correct answers. For example when identifying colours, shapes, numbers and animal noises. They enjoy exercise through taking frequent walks within the community, using equipment to develop physical skills in the garden, parks or dancing to the music played at the setting. Resources are provided to help children understand about disability and to help refine skills they will need in order to use everyday technology. Such as interactive toys and games.

Children 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. They readily ask for a 'hand wipe' after using the pencils to draw. Drinks are available to ensure they do not become thirsty and snacks contain healthy options some of which the children have grown in the garden themselves.

Children take on some aspects of responsibility, such as helping to tidy away after themselves. They are involved in activities to develop their understanding of respecting the needs of others. Cultural celebrations such as Chinese New Year are explored and involve, for example, children tasting authentic food such as noodles and stir fry. Children develop a good understanding of world around them 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

<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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