

Inspection report for early years provision

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Inspection date	04/10/2011
Inspector	Ros Vahey
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 cares for children in the family home which she shares with her husband and her two teenage children. They live in a semi-detached house situated in the village of Bishopthorpe near to York. Childminding facilities are all easily accessible on the ground floor and there is an additional bathroom on the first floor. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years old. The childminder has been registered since 2008 and currently has two children on roll in this age group. Children attend for a variety of sessions on a part-time basis. The childminder takes and collects children from the local primary school and provides before and after school minding during the term time only.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. A well-developed knowledge of each child's needs makes sure that the childminder successfully promotes children's welfare and learning. Children are well-settled, safe and secure and they really enjoy their learning. Children's inclusive learning is well supported by an excellent range of toys and resources which means that children progress well, given their age, ability and starting points. The childminder is highly committed to improving her provision for the children. Systems to self-evaluate the provision are outstanding using the Ofsted form as the basis for this, so the childminder is making continuous improvements and improving the excellent outcomes for children.

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 observation and assessment systems to consistently and clearly identify next steps for children as they progress towards the early learning goals
- developing the system of self-evaluation to actively seek the views of parents and children to clearly identify targets for future improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and extremely well protected in the setting because the childminder has an excellent knowledge of local safeguarding procedures. She is

highly knowledgeable about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. Children are kept very safe whilst in the childminder's care because she is vigilant and supervises the children well. She regularly reviews and updates her risk assessments which cover all areas of her home, including the garden. This means all children are well protected when using equipment and resources, such as the climbing frame. Children are also further protected because the childminder keeps excellent records including accident, medication and attendance records. The childminder is extremely aware of her strengths and weaknesses and looks for ways to improve her provision. However the parents and children are not contributing fully to the excellent self-evaluation process.

The childminder has a wealth of knowledge about the Early Years Foundation Stage and uses this incredibly well to support children in their learning. The environment is highly organised. There is a huge range of exciting resources for children to choose from, including a range of technological toys, such as computer and games consoles. Children are able to choose what they would like to play with and can access resources for themselves, such as some of the outstanding array of books. This means that they are able to thrive and make outstanding progress in their learning and development.

The childminder forms exceptional working relationships with parents and carers. She obtains vital and relevant information about each child, such as what they can do themselves, as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are exceedingly well met. The childminder and parents share important information about their child's starting points and progress. This means that parents become involved in their child's learning and each child is consistently well supported in making progress towards their early learning goals. Highly skilled relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The childminder offers sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because the childminder teaches them about other cultures and beliefs, for example, celebrating Chinese New Year and using books and toys, representing positive images of people from other cultures.

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

Children really enjoy being in this superb setting and are very familiar and secure in its routines because the childminder robustly meets their needs. Children are able to move freely and very safely around the setting because the childminder ensures their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely and independently. Children's excellent health is promoted in an exemplary manner by the childminder. They readily wash their hands before a snack because good hand

washing routines are robust and very secure. They learn about making good choices in food because they are offered healthy options, such as fruit and raisins. Children are able to get out in the fresh air on most days. They are developing good physical skills in running and climbing because they make use of a variety of resources. For example, they can use the climbing frame and other equipment, such as swing ball to test and challenge their skills.

Children are making outstanding progress towards the Early Learning Goals because the childminder plans activities around their interests and needs. She regularly observes what they can do and draws the attention of their parents to their achievements everyday. However there are too few opportunities to identify the next steps for learning. Children are developing consistently good language skills through their stimulating conversations with the childminder. She makes many well-developed opportunities for them to think critically and ask questions through solving everyday problems. The children have plenty of opportunities to try out their early writing, drawing and painting skills. Their everyday conversations involve counting enthusiastically up to 10 and they enjoy recognising shapes in their food. The childminder promotes an excellent knowledge and understanding of the world through a variety of activities, such as making cakes, using play dough, play with small world figures, books and posters with maps of the world. Children are also gaining superb skills in using technology as they access a variety of games and programmes via the computer and other electronic toys. This means that children are also developing expert skills for the future.

Children behave exceptionally well in the calm, inspiring setting. This is because the childminder offers clear expectations and involves the children in making the rules both indoors and in the garden. The childminder provides a rich, varied and imaginative approach to supporting children's emotional health and well-being on a daily basis. Children are co-operative and attentive towards each other because the childminder actively encourages respect for others. This means that children are becoming highly skilled in personal, social and emotional development. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together and celebrate differences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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