

## Inspection report for early years provision

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<b>Unique reference number</b>	401105
<b>Inspection date</b>	10/10/2011
<b>Inspector</b>	Tara Street
<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 was registered in June 2000 and works alongside another childminder. She lives with her partner and six-year-old son in a terraced property in a residential area close to the centre of Ripon, North Yorkshire. Premises are accessible via a small step to the front door. The whole of the ground floor of the property is used for childminding and children have access to an upper paved area of the garden for outdoor play. Local amenities include parks, shops and the riverside. Pets include a cat and a goldfish.

The childminder is registered to care for a maximum of five children, or ten when co-minding, at any one time. She is currently minding 16 children under eight years, seven of whom are in the early years age group. Children attend on a full and part-time basis. The childminder supports children with special educational needs and/or disabilities. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder attends local toddler groups and walks to local schools to take and collect children.

The childminder holds a qualification at level 3 in early years. She is a member of the National Childminding Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises and values the individuality of each child that attends. Children are happy and settled within the well organised environment and overall enjoy a good range of activities which cover most areas of learning. Positive and effective partnerships with parents and carers have been established to ensure children's welfare needs are consistently met. Most of the required documentation is in place, which ensures children are well safeguarded. The childminder reflects upon her practice and has a clear plan to ensure ongoing improvements are made.

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

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

- review risk assessment so that it covers anything with which a child may come into contact, with particular regard to sand, water and small bead activities
- develop further the systems used to observe and assess children so that their next steps are clearly identified and that these are used to inform future planning
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

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

Children are well safeguarded because the childminder has implemented a written policy and procedure, which she shares with all parents and carers. She is fully aware of the safeguarding procedures to follow if she has any cause for concern around the welfare of the children in her care. The childminder ensures the premises and play areas are safe and secure as she undertakes and reviews risk assessments of the premises, outings and equipment on a regular basis. However, she does not include everything children may come in contact with, for example, small bead activities or when children are involved in water and sand activities. She ensures that all adults coming in to contact with children are suitably vetted. An emergency evacuation plan has been implemented and the childminder carries out practise drills with the children on a monthly basis, helping to raise their awareness of how to stay safe.

The childminder provides a welcoming, child-friendly environment where children have good access to a range of play activities and resources from which they can readily choose. The childminder actively promotes equality and diversity as she recognises children's individuality. She has a clear knowledge of each child's background and needs. This is particularly true for children with special educational needs and/or disabilities. Partnerships with parents and carers are effective. The childminder shares her policies and procedures and exchanges daily information about what the children have been doing and the care they receive. She has formed good links with other early years professionals to ensure that children's care and learning needs are effectively planned for.

The childminder has taken positive steps to address the recommendations made at the last inspection. She routinely reflects upon her practice and identifies actions for the future which will further enhance the quality of what she provides. This demonstrates that the childminder successfully makes improvements and that she is well placed for this to continue.

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

Children are happy and settled in the childminder's care. Their independence is promoted well as they can easily access toys and activities which are stored in low-level boxes. The childminder interacts well with the children and she is warm and caring towards them. Children interact well with each other as they share toys and play well together. There is a good balance of adult-led and child-initiated play opportunities. The childminder observes the children and through her records of their achievements demonstrates that they make good developmental progress while they are in her care. She shows through her planning that all areas of learning are duly considered. However, children's progress is not always maximised because their next steps in learning are not clearly identified nor reflected within the planning process.

The homely environment is suitable for children to undertake a variety of activities, such as craft, imaginative role play, dressing up and construction. Children confidently count and solve problems as they build, play games and complete jigsaw puzzles. For example, they enjoy building a train and discuss how they can add more pieces to make it bigger and longer. Children become engrossed at story time and happily point out the different characters in the pictures. The childminder responds to children's interests and is able to extend on what children know, asking age-appropriate questions and assisting young children in their play, helping to further develop their understanding and learning. As a result, they are developing their skills for the future. The childminder regularly takes children on outings into the local community. They particularly enjoy walks to the nearby canal to look at nature through the seasons. This effectively develops their knowledge and understanding of the world around them. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a musical keyboard and some sound and action toys. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are less well developed.

Children's welfare and safety are effectively supported. They feel safe within the childminder's home as they confidently approach her and are developing independence as they make choices. The childminder has clear policies and procedures in place to ensure children are well cared for if they fall ill or have minor accidents. Children's health is supported through the promotion of healthy eating and drinks, which are available to children throughout the day. In addition, children enjoy daily opportunities to develop their physical skills as they visit the local park or throw and catch balls outside. Hygiene procedures with regard to hand washing are consistently implemented to ensure children's understanding is secure. The childminder promotes children's safety effectively. For example, children learn about aspects of their own safety through daily discussion and planned activities. This includes recognising hazards in the environment, such as crossing the road safety.

## 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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