

Inspection report for early years provision

Unique reference number	EY347005
Inspection date	12/10/2011
Inspector	Laura Hoyland
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 2007. She lives with her three children aged 18, 11 and nine, in a property in York. The provision is registered on the Early Years Register and both parts of the Childcare Register. Currently there are nine children on roll. All children attend on a part-time basis. The provision is open between 8.30am and 5.30pm, Monday to Friday.

The playroom, lounge, kitchen, dining room and toilet facilities on the ground floor of the childminder's house are used for childminding purposes. Local amenities include shops, a park, SureStart Children's Centre and schools.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality is highly valued and respected by the childminder who provides an exceptionally safe and stimulating environment for all children. Children's progress is outstanding in all six areas of learning because the childminder provides exciting and challenging learning opportunities for all children. Excellent partnerships are established and maintained with the parents and other providers who are valued highly. Meticulous attention is given to self-evaluation, with parents and children all fully involved in the process. This collaborative approach ensures continuous improvement and provides a service that is highly receptive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to provide flexible resources that can be used in many different ways.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children. The childminder has an excellent understanding of how to keep children safe and has attended safeguarding training. There are robust safeguarding policies and procedures in place and the childminder is aware of her role and responsibilities. Background checks have been conducted. The childminder shares all policies and procedures with parents and carers, informing them of any changes. This means that children are safe and secure while in the childminder's care.

The childminder has comprehensive up-to-date risk assessments in place for the provision and for outings and she updates these regularly. This means that children can move around the setting safely and freely and that they are consistently well cared for and safe when on trips and outings.

The childminder demonstrates that she has superb knowledge with regard to the Early Years Foundation Stage and uses this to support all children's learning and development. The childminder plans for each child's individual needs with precision. This means that all children make excellent progress towards the early learning goals. The childminder regularly observes children and liaises with parents and carers to ensure that children reach their full potential in relation to their starting points. For example, the childminder meets with parents regularly to share information on children's interests and this has recently led to children developing their den-building skills.

The childminder has an exceptionally clear understanding of her strengths and areas for development. She is highly motivated to find ways to improve her provision. For example, she asks parents and children to appraise her and the provision six monthly and arranges an exit appraisal when children leave. This enables the childminder to set challenging but realistic targets. She has addressed previous recommendations promptly and effectively. For example, she has developed policies and procedures thoroughly, sharing them with parents and making them available online. The childminder has also evaluated her practices with the children to help enable her to reflect on her provision. This means that the provision is constantly improving for all children.

Partnerships with parents, carers and other provisions are exemplary and this is shown through well-established channels of communication. For example, the childminder creates newsletters detailing what the children have been enjoying and learning and shares them with the children, parents and carers. The childminder regularly shares information with parents and carers regarding children's development and parents and carers are able to contribute to children's development files. Highly effective relationships have been formed with other provisions and professionals. For example, the childminder liaises highly effectively with other providers to establish a baseline of children's learning and development on entry and then works cooperatively with them to ensure they work collaboratively. This ensures children have smooth transitions between settings.

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

All children are extremely settled and confident in the setting. For example, children are exceptionally talkative and excited to share photographs of the butterfly paintings they have created, as well as recent activities and outings, including collecting twigs and conkers in the local woods. The childminder uses a positive behaviour management strategy. For instance, she discusses appropriate behaviour with children and promotes sharing and playing in harmony. Children take part in practising fire drills and the childminder arranges regular visits from the community fire officer and police officer. The children recently took part in a

Stranger Danger talk. This ensures children are very aware of the dangers in the local community and show an exceptional understanding of how to keep themselves safe.

The childminder is aware of the importance of children adopting healthy lifestyles and discusses hygiene routines, healthy diets and exercise with the children. As a result, children show an exceptional understanding of keeping healthy. For example, children access the community allotment where they grow vegetables before picking, washing and preparing them for meals. All children demonstrate excellent hygiene routines. For example, children wash their hands prior to snack and meal times and help the childminder to sweep the floor with small brushes. All children are provided with a nutritious and balanced diet as the childminder provides homemade meals and sources ingredients locally where possible. Children are taught where food derives from and the childminder encourages children to try new foods. Children access the outdoors in all weathers and are keen to share photographs of den building and trips to local parks. The childminder has an outstanding understanding of each child's individual needs and ensures that all children's welfare needs are met to an exceptionally high standard.

The childminder observes children regularly and plans their next steps. This ensures that all children's needs are catered for and that activities and learning opportunities consistently provide children with challenges and new experiences. For example, children collect stones and twigs while out walking and the childminder promotes water play where children experience whether their collected items sink or float. Children have access to a range of equipment to develop new skills, including a computer, keyboard, mouse, shop, till and card machine that they use to role-play working in a restaurant. Consequently, children make exceptional progress in all six areas of learning.

Children behave exceptionally well and show respect for their peers. For instance, children share resources and demonstrate excellent cooperative skills when sharing role-play food, which they use to create sandwiches. Children show respect for themselves and others. This is promoted by the childminder who provides an exceptional range of books and resources to reflect diversity. These include books on different cultures and beliefs.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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
--	-----