

Inspection report for early years provision

Unique reference number	401477
Inspection date	14/10/2011
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 2001. She lives with her husband and teenage child in the village of Sherburn-in-Elmet, North Yorkshire. The whole of the ground floor and toilet facilities on the first floor of the property are used for childminding. There is an enclosed garden for outside play. The family have a pet rabbit.

The childminder is registered by Ofsted 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 of age at any one time including three under the age of five and one under the age of one year. She is currently minding six children, four of whom are within the early years age range. The childminder walks to local schools to take and collect children. She organises outings for children to places of interest within the local community. She holds a level 3 childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a varied range of interesting activities helping them make good progress in their learning. The childminder values partnership working to enable her to meet children's individual needs. Effective arrangements mostly exist to keep children safe. Some systems of record keeping are currently not robust. The childminder has improved since the last inspection and has ambition to develop her provision in the future.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation). 04/11/2011
- keep 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). 04/11/2011

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

- improve systems to ensure all areas of learning are being systematically covered over time.

The effectiveness of leadership and management of the early years provision

The childminder knows the required action to take if any concerns are raised about a child's welfare or well-being. She has attended appropriate training and is well aware of her responsibility to protect children from harm. She has completed risk assessments to help her focus on keeping children safe indoors and when outside. Currently though records do not show when her checks will be reviewed. This is a specific legal welfare requirement. The childminder has devised an appropriate range of written policies and procedures to help support the overall operation and management of the setting. She has established some good recording systems. For example, requesting that parents provide details of any accidents and injuries children sustain away from the setting and writing these down. She has a register in place but the specific legal requirement is being only partially met as information regarding children's attendance is completed retrospectively. This places children at risk, particularly in the event of an emergency.

The childminder knows that parents are happy with the service she provides, and the majority have placed their children, including siblings, in her care for an extensive period of time. She works closely with parents, particularly when they join the provision, to find out about children's individual routines and preferences. This gives her a good idea of their starting points and capabilities. It also enables her to meet their specific needs including identifying any areas where extra support is necessary to help children make progress. The childminder values partnership working with colleagues and other providers delivering the Early Years Foundation Stage and makes sure she shares information regularly. She carries out observations of children's progress and makes regular assessments. This information is used to guide planning and in particular how she can provide activities to meet individual learning needs. Photographs are used to help keep parents informed and written comments regarding each child's progress are stored in a personal folder. This provides parents with an interesting and valuable account of their child's learning journey. Currently tracking systems are under-developed to clearly show that each area of learning is being systematically covered to ensure an equal balance.

A recommendation raised at the last inspection has been addressed and through self-reflection the childminder has given good consideration to improvements for the future. She has also achieved a Bronze level award in recognition of participating in a local authority quality assurance scheme which has helped her make sustainable improvements. Her ideas for the future will enhance the provision and improve outcomes for children.

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

Children move around the setting confidently. They are happy, settled and content and know where to find the toys and resources they are looking for. They are

provided with a varied and interesting range of activities that take place indoors, in the garden and through meeting up with other children at local play groups. They benefit because the childminder considers how activities can be enhanced and extended. For example, as part of domestic role play introducing new songs such as, 'five currant buns in the baker's shop'. This helps young children begin to learn early counting and number skills. Pictures and posters help to inform children about colour, shape and the identification of some simple words, although some are placed too high for the youngest to see easily. Language and communication skills are successfully nurtured by the childminder's good attention to play alongside children, repeating words, introducing new ones and asking questions to make them think and share their ideas. She finds good quality books to read with children, many based on a theme or topic she knows will capture their interest.

Long-standing and caring relationships exist between children and the childminder. Strong attachments are in place, helping children feel safe and secure. Children are involved in practising the setting's emergency evacuation procedure and discuss road safety when out on walks and outings within the community. This helps them begin to understand aspects of personal safety. Snacks and meals include healthy options and children are involved in growing cress and lettuce in the garden, an area of learning the childminder has identified for further development. Children learn about their local community and the wider world. For example, they visit parks, the library and on occasions the Children's Centre. A range of different traditions, festivals and special events are celebrated throughout the year. For instance, the recent Royal Wedding, Halloween, Diwali and Chinese New Year. The provision of authentic food and resources, such as tasting prawn crackers and using a wok, makes the activity meaningful.

The varied range of resources includes large items for children to use outdoors, such as mobile toys, a slide and a swing. Children are able to help care for the rabbit and take part in competitions to determine whose sunflower is growing the quickest. They use toys that require actions to make it work, such as knobs to turn and buttons to press. Play phones help children understand everyday information and communication technology. They can express themselves in different ways, such as through arts and crafts or using the puppet theatre. Their behaviour is good and they show sustained interest and concentration when actively involved in play and learning activities. Overall, children 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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