

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427066
<b>Inspection date</b>	17/10/2011
<b>Inspector</b>	Christine Tipple

<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 2011. She lives in the Rawcliffe area of York with her husband and two children aged five and two years old. The whole of the ground floor of the property is used for childminding. There is an enclosed rear garden available for outside play. The childminder is able to take and collect children from local school and pre-school. The childminder uses her car for transporting children.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently five children attending, of whom two are within the early years age group, all attending on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and the local childminder support group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are settled and secure with the childminder where their individual needs are fully supported. Children enjoy a well-presented range of resources and activities which overall enable them to make good progress in all areas of their learning. The childminder takes positive steps to ensure children's health and well-being is managed effectively. Good relationships are established with parents, and in the community and overall with the local school and pre-school. The childminder has completed an evaluation of her practice which supports her in identifying areas to improve and future training needs.

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

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

- develop relationships with other early years settings in order to promote continuity and a shared approach to children's ongoing development
- review how children's observations and assessments are carried out to provide a more systematic approach.

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

The childminder is well informed of her responsibilities to protect the children in her care. She has completed safeguarding training and has ensured her policy and procedures meet current guidelines. All relevant contact details of safeguarding agencies, both local and national, are provided. The risk assessments completed

by the childminder are comprehensive and reflect all areas children come into contact with. These, along with the childminder's policies, procedures and records, are regularly reviewed and monitored to support the efficient management of her provision. The childminder has evaluated her practice to enable her to identify areas to improve, including her training needs as part of her self-development. Children have plenty of space to play and to access the good selection of quality resources and equipment provided. These are displayed in boxes with labels and photographs so children can easily make choices in what they want to play with. The childminder encourages the children to be independent, which is effective in enabling them to explore and develop their individual learning.

The childminder visits other provisions with the children in the local area which promote and celebrate other cultures and traditions. This is positive in raising children's awareness of diversity within the community and the wider world. The childminder promotes an inclusive approach to her minding where any form of discrimination is not tolerated and where children are supported to value and respect each other. The childminder has formed good links with the local childminders and this enables her to develop her knowledge of best practice through sharing ideas and expertise. However, the partnership with other early years providers is not yet fully embedded to provide a more shared approach to children's ongoing learning and care needs. The relationships formed with parents are good. The childminder provides a detailed range of information to enable them to feel confident of the care provided. The daily diaries offer a shared approach to their children's ongoing needs and learning experiences. The childminder provides questionnaires for parents and uses the feedback as part of her evaluation. The parents' comments are positive and value the high level of care and learning experiences their children receive. Parents enjoy the photographs taken of the children at their activities and the regular updates of their progress.

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

The childminder is informed in the implementation of the Early Years Foundation Stage. She has individual diaries and folders for the children which provide information and photographs of the children which are linked to the areas of learning. Children's next steps are identified through more in-depth observations and assessments completed by the childminder which are monitored to ensure these are supported. However, this is not yet fully embedded to enable a more systematic approach to how information is collated for each child. Children are happy and actively engaged in the activities provided. Their personal care and routines are respected and well supported by the childminder. The children have daily opportunities to read stories together. The childminder engages with the children using props, such as, with 'the three little pigs', where they choose which pig and which house they built. Children and the childminder talk and communicate well and she responds positively to the younger children's sounds and gestures. Children have tools and resources to ensure they can make different marks, such as finger painting, use of brushes, pencils and crayons. Children enjoy attending the musical session where they sing songs and rhymes together and use musical instruments. The childminder supports the children to listen and follow

simple instructions in their play.

Children have sand and water play where they can fill different sized containers. There are games and songs which enable children to count and be aware of numbers around them. They make patterns and sequence, such as matching the colours of the pegs and bricks. Children look for bugs outside and use books to recognise what they have found. The childminder and children monitor the changing seasons, such as picking up leaves on their walks or looking for acorns and conkers. The children have access to a wide range of role and small world play which encourages them to use their imagination, such as being the doctor. Children have various construction resources to build and fix different pieces together for themselves. Children have use of a variety of resources which require using buttons to make to make sounds with. The children have regular visits to other provision, which enables them to enhance their social experiences. The space provides all the children good opportunities to manoeuvre themselves around confidently. This enables them to develop their physical play and skills, including outside. Children have various experiences using different tactile materials and mediums in their creative play. They are well supported to use their senses in what they see, feel and smell and hear around them.

The childminder provides detailed information for parents on the requirements and exclusion periods when children are ill. Good hygiene practices are implemented with the children in their personal care to minimise cross-infection. The childminder provides all meals and snacks for the children which offer a selection of healthy and nutritious choices which are prepared mainly from fresh produce. These include various vegetables, fruit, pasta and meat. Children are well supported to manage their behaviour, such as through sharing and taking turns and older children devise their own house rules. The childminder provides a consistent approach to support all the children, to praise and support them in what they do. The childminder has good systems in place to manage safety with the children, including who has access to the premises. Children all take part in the fire evacuation procedure. The childminder talks with the children about keeping safe, for example, when crossing the road.

## 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

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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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