

## Inspection report for early years provision

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<b>Unique reference number</b>	321331
<b>Inspection date</b>	28/09/2011
<b>Inspector</b>	Rosalind Vahey

<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).

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 has been registered since 1998 and cares for children in the family home with her adult daughter. They live in an end-terraced house situated in the village of Bishopthorpe. Childminding facilities are easily accessible being all on the ground 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. There are currently two children on roll in the early years age range. Children attend for a variety of sessions on a part-time basis. The childminder and her assistant are currently undertaking a level 3 qualification and the childminder is a member of the National Childminding Association. She walks to the local schools to take and collect children.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the childminder knows them well and works closely with their parents and carers. This also ensures that children's individual needs are sensitively met. Children's learning is well supported by the huge range of toys and resources available to them. The overall partnership with parents and the local schools provides a positive shared commitment to meeting the children's ongoing needs. She takes effective steps to evaluate the provision, which include identifying strengths and areas that require further improvement.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded and well protected in the setting because the childminder has a good knowledge of local safeguarding procedures. She is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted, which means that children are kept very safe while in the childminder's care. She regularly reviews and updates her risk assessments, covering all areas of her

home, including the garden. This means all children are well protected when using equipment and resources, such as the tree-house and den. Children are also further protected because the childminder keeps good records, including accident, medication and attendance records. The children are able to move freely and safely around the building, including outdoors.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well organised. There are a huge range of exciting resources for children to choose from, including a range of technological toys, such as a computer and games consoles. Children are able to choose what they would like to play with and can access resources for themselves, such as an array of dressing-up clothes or different types of balls. This means that they are able to thrive and make good progress in their development.

The childminder looks for ways to improve her provision for the children. She has addressed previous recommendations promptly and efficiently. For example, she has extended the range of resources and activities which reflect positive images of disability and has reviewed the school collection routine to ensure that the needs of all children are met. The childminder has started to reflect on her practice using the Ofsted self-evaluation form as the basis for this, as well as taking account of the views of her assistant. However, systems are not yet fully developed to ensure she is identifying all of her strengths and areas for development. The approach to continuous development is satisfactory overall.

The childminder shows a sound commitment to her professional development and attends training to improve the outcomes for children in her care. Close working relationships with parents and carers are formed. She obtains useful information about each child, such as, what they can do themselves, as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards their early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. Children are learning to develop positive attitudes towards themselves and others because the childminder challenges any discriminatory comments and teaches them about other cultures and beliefs.

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

The childminder provides an environment that is safe and secure, where children feel confident to express their own needs. They are provided with a good range of positive learning opportunities that enable them to make good progress. Children are able to move freely and 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.

Children's good health is promoted effectively by the childminder. They line up patiently to wash their hands before eating because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as fruit. Children are able to enjoy playing outside because the childminder has a well-resourced garden. They are developing good physical skills in climbing, kicking and swinging because they make use of a variety of resources. For example, they can use the climbing frame and the swing with the tree house and other equipment to test and challenge their skills. They also plant, grow and nurture their garden.

Children are making good progress towards the early learning goals because the childminder provides activities based around their individual interests and needs. She regularly observes what they can do and keeps a record of individual responses to activities through the well-presented memory books. The children enjoy looking at a wide variety of books and have plenty of opportunities to try out their early writing and drawing skills using a range of tools. For example, they make lines and circles with felt-tip pens and use paints to create their own pictures. They play a variety of traditional board games together, which helps them to develop their cooperative, language and social skills. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as, making pancakes, using play dough and playing with small world figures and soft toys. Their imaginative skills are well developed because the childminder supports creativity in their imaginative play and gives them scope to freely choose their activities. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computer and other electronic toys, such as a keyboard and robots. This means that children are also developing good skills for the future.

Children behave really well in the setting. This is because the childminder offers clear expectations and involves them in making the house rules. Children are learning about their own and other cultures and beliefs as they celebrate birthdays and festivals together.

## 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	3

### 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	3
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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