

Inspection report for early years provision

Unique reference number	EY423412
Inspection date	30/11/2011
Inspector	Carol-Anne Shaw
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.

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Description of the childminding

The childminder has been registered since 2011. She lives with her husband and child aged one year in Clifton, York. The whole of the ground floor and first floor bathroom of the property are used for childminding purposes. There is an enclosed back garden for outside play.

The childminder is registered on the Early Years Childcare Register to care for a maximum of five children under eight years, of these, two may be in the early years age group. She is also registered on both the compulsory and voluntary Childcare Register. There are currently two children attending, both are in the early years age group, there were no children over eight years old attending at the time of inspection.

The childminder holds a Level 3 in Childcare and Education and a Level 2 in Playwork. The family has one guinea pig, two rabbits and fish as family pets, there is also a rainbow crab that is not accessible to children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the childminders welcoming home where they make good progress in their learning and development. Documentation is in place and maintained, thus contributing to the safe organisation and care for the children. Partnerships with parents are effective, information is shared both verbally and in writing, which in turn promotes inclusive care for each child. The childminder has not yet formally evaluated her childminding provision. However, since her registration there has been ongoing development linking to the training she has attended.

What steps need to be taken to improve provision further?

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

- monitor and evaluate the quality of the childminding service and use to prioritise the areas for further development
- simplify the final overview of children's learning and development to ensure children's progress is clearly recorded for parents.

The effectiveness of leadership and management of the early years provision

The childminder has effective safeguarding procedures in place and makes parents aware of her responsibilities in protecting children. Through attending safeguarding training, she keeps her skills and knowledge updated. Information, along with contact details for the relevant agencies is readily available. Records, such as,

those of accidents and attendance are completed and available for inspection. The childminder monitors her home for safety and through effective supervision ensures children's safety at all times. She checks the identity of visitors when appropriate. The childminder has carried out risk assessments of the home and made safe any potential dangers to children, covering all areas of the premises, garden and the different outings undertaken. The childminders effective supervision and good childcare practice ensures children play safely and freely whilst in her care.

The childminder has experience and knowledge of caring for children. She is motivated and committed to keeping her childcare skills up-to-date by attending regular training. The childminder has embraced the Early Years Foundation Stage. She knows the children very well and plans and provides a wide range of activities and resources that reflects their individual interests and stages of development. She evaluates her practice and seeks the views from parents. These systems help her to monitor her own practice, but are not fully effective in prioritising the areas for further development.

The childminder has good working relationships with the parents and carers, giving written and verbal feedback on a daily basis. The individual children's learning journals are well completed to observe and assess where children are making progress, however, the overview of children's learning is complicated and not easy for parents to fully understand. In addition, for new parents she invites them for visits so they are confident in leaving the child in her care. Children experience effective continuity of care because the childminder has made good partnerships with parents.

The childminder operates an inclusive practice and warmly welcomes all children into her setting. Children get out and about in their local community and access activities to support their understanding of others. This helps children recognise and value the importance of respecting one another and their differences. The childminder provides an enabling environment with a good range of activities and resources to support children's learning and development.

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

The children are happy, confident and settle easily into the welcoming and child-orientated environment. Children are encouraged to develop a positive sense of identity. Low level storage is provided so children can self-select and make independent choices in their play and learning. Children freely access the ground floor and garden, the childminder ensures they have daily opportunities for fresh air and robust physical play. They enjoy healthy snacks and lunches and the childminder ensures a good standard of hygiene is followed, children learn to wash their hands when coming in from outside and before snacks. They build their independence through learning to use the potty then progressing on to the bathroom.

All children make good progress towards their early learning goals, because they

are provided with a variety of interesting play based activities. This is enhanced through the childminder's positive interaction and questioning techniques. Children's progress is well documented in their individual development folders and supported with photographic evidence, observations and assessments. The possible next steps in learning are formally identified.

Children benefit from the warm and homely environment, where their uniqueness is fully recognised and promoted. They demonstrate confidence and include adults in their play, pretending to make cups of tea. They use their developing language skills to recall and explain what activities they enjoy. Children enjoy a warm and trusting relationship with the childminder and respond effectively to her. They develop their communication and listening skills, showing an interest in a wide range of resources and story books. Children have many opportunities to draw and mark make, all well supported and encouraged by the childminder. Children develop their creativity, as they do collage and use different paint techniques, demonstrating their observation and colour recognition skills. Children's understanding of number and counting is supported in everyday situations and by singing songs and opportunities to weigh quantities when they bake and ice cakes. The children play well together, their behaviour is good, good manners are demonstrated as they socialise, learning to share and take turns.

Children have many opportunities to learn about the real world, learning about nature as they observe the changing seasons when going for walks. Their physical good health is effectively promoted, through access to fresh air and the many outdoor activities. For example, they enjoy the opportunities to use the equipment in the local park where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment. Indoors children have great fun playing games and role playing different situations, developing their vocabulary. Children learn about keeping themselves safe in the childminders home and when out feeding the ducks, as she talks with the children about the dangers of water and crossing the road safely.

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	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	3
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	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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