

## Inspection report for early years provision

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<b>Unique reference number</b>	EY432287
<b>Inspection date</b>	31/01/2012
<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 with her husband and one child aged two years old in Wiggington, near York. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from the local school and pre-school. The childminder uses her car to transport children. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than two may be in the early years age range. She is registered to provide overnight care for one child under eight years. There are currently three children attending, all are in the early years age group and attend on a part-time basis. 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 has support from the local authority.

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

Overall the quality of the provision is good.

Children are well supported and enjoy a good selection of activities and resources which, overall, enable them to make good progress in the Early Years Foundation Stage. The childminder takes effective measures to promote children's health, safety and well-being in an inclusive and positive environment. The partnerships established with parents are good and continue to develop with other childcare providers in the community. The childminder reflects on her practice to identify areas to develop which include access to training and gaining a qualification.

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

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

- develop how children's observations and assessments identify their next steps and inform future planning.

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

The childminder is informed of her responsibility to safeguard children in her care. She has completed the safeguarding training and has full details of the support agencies listed if she had concerns about a child. The notice board displays details for parents on the complaints procedure and her role and responsibility to protect children. The comprehensive risk assessments cover all areas children come into

contact with including outings. These, along with the childminders policies, procedures and records, are regularly reviewed and monitored, which fully support the efficient management of her provision. The childminder has taken steps to evaluate her practice and had sought advice from the local authority. Through this, she has identified areas to develop and improve upon as her childminding progresses, including, working towards a qualification. The children enjoy the freedom to be mobile and active. They have good access to the range of quality resources and supportive activities, which enhance their experiences and ongoing development through their play. The range of provision in place enables the children to rest and sleep comfortably.

The childminder, with the children, visit groups and activities in the community to develop their social skills and experiences. She has taken positive steps to make contact with local childcare providers and services in the community, including the local pre-school and school. This is in the early stages as the children she minds are very young, however, the childminder has prepared information to share with parents and other providers as and when the children access these in the future. The childminder supports the children to develop their understanding of the wider world and their own traditions through celebrations, using books, resources and activities on a daily basis. The childminder promotes an inclusive service to support children's individual needs which enable them to develop and progress.

The partnership with parents is good. The childminder provides a detailed welcome booklet and ensures she fully supports both the children and parents in the settling in process. This enables parents to be confident in the quality of care provided for their children. This positive approach provides the childminder with a wealth of information which ensures she is fully aware of each child's starting points in relation to their needs, routines and interests. The childminder shares the children's learning folders with parents, which provides details of the wide range of activities and learning experiences their children receive. Parents are encouraged to contribute to this, which provides additional information for the childminder about what the children enjoy doing at home. Parents are complementary about the care their children receive and the activities and experiences.

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

The childminder provides individual folders for the children. These contain regular observations and assessments of the children which are clearly linked to the areas of learning. These are enhanced with photographs and contributions from parents. The childminder monitors these to ensure she offers activities to develop children's interests and skills which enable them to progress. The childminder provides a balance of what the children want to do and her role to enhance and support them. However, the assessments are not yet clear in identifying what children's next steps are to support the childminder in how this informs her planning.

The childminder ensures she engages with the children to promote language and communication with them. She responds to their gestures and sounds to ensure their needs are recognised and met, such as, when they want to rest or to play.

Children enjoy looking at books on their own or together at story time at the library or with the childminder. Children enthusiastically join in the singing of nursery rhymes and in using actions. Children use a range of creative and tactile resources, such as, sand, paints, collage and flour. They use tools which promote their mark making through using their hands and brushes. Children use numbers as part of their play in games, counting the steps or to look at the clock to know when it is snack time. There are good displays of letters and numbers for the children to see and start to recognise. The use of puzzles and shape sorters develop children's skills to match and sort. The children have daily outings and like to see different things, such as, the sheep in the field and the frost on the ground, trees and grass. The children attending are young but show excitement in all that they do, especially the role play and small world activities and having cuddles. The garden offers the children various equipment, such as, a swing, see-saw and tunnel, which provide physical play and opportunities to support and challenge their skills and confidence effectively.

Children are happy and settled with the childminder and this is reflected in their close relationship with her, which enables them to be self-assured and feel secure. The childminder is sensitive to their needs and is calm and reassuring as she supports them to share and take turns. The childminder provides information for parents on the care of children when ill and in sharing the relevant exclusion times to assist her to minimise cross-infection. Children know the routine to wash their hands before snacks and the childminder ensures areas used by the children are kept clean, including when changing nappies. Children are provided with snacks and light meals. There is a positive emphasis on healthy eating and children are offered a range of fresh fruit and vegetable sticks, cheese and pasta. There is water, fruit juices and milk available through the day for the children. The childminder has a detailed fire evacuation procedure which includes the provision of overnight stays. Safety is managed positively with the children, enabling them to take suitable levels of risk in support of their development.

## 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	3
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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