

Inspection report for early years provision

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Inspection date	01/02/2012
Inspector	Angie Ellis
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 was registered in 1996. She lives with her husband and two adult children in the Woodthorpe area of York. This is within walking distance of local amenities. The whole of the ground floor of the property is used for childminding and toilet facilities are provided on the first floor. There is one step to reach the entrance of the premises. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the early years age group, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a National Vocational Qualification Level 3 in children's care, learning and play. She is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a friendly, welcoming environment with a very good range of stimulating activities that are available to all children, promoting inclusive practice. This enables all children to make good progress in all aspects of their learning and development. She has an effective knowledge of each child's needs and ensures that she promotes all children's welfare and learning. The childminder has developed successful relationships with the parents and there are good systems in place to use information exchanged with parents and others involved in children's learning and care. There is an effective self-evaluation system in place to reflect on and evaluate the practice, which contributes to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- improve how the information shared with parents and other settings that children attend is used to promote continuity and support individual children's learning and progression
- develop further the system of assessment by more rigorously analysing and reviewing what is known about each child's development and learning to enable more effective planning of their next steps within all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. All of the records required for safeguarding and promoting children's welfare are maintained. Risk assessments clearly identify aspects of the environment that need to be checked on a regular basis, and these include effective risk assessments for each type of outing. The home is safe and conducive to learning and children clearly thrive as a result of the setting they are in.

The effectiveness with which the childminder deploys resources is good because she uses space well within her home for the children. Furniture, equipment and resources are of a good quality and appropriate for the ages of children to support their learning and development. The childminder meets with other childminders, reads relevant publications, attends regular training and has links with the local children's centre to keep up to date with current practice. She has steps in place to ensure resources and the environment are sustainable. For example, children use recycled plastic bottles to make shakers and packaging to make models. The childminder effectively evaluates what her priorities for improvement are within her service in several ways. For example, through personal reflection, discussions with parents and children, as well as through questionnaires completed by parents and children. The recommendation from the previous inspection has been successfully implemented, which includes updating information within the child protection policy that is shared with parents. The childminder expresses effective ambition, vision and drive to develop the service further. For example, she aims to make each day exciting, so the children enjoy their experience, as well as continue to improve her service by keeping up to date with training and referring to the Early Years Foundation Stage.

Successful relationships have been developed with parents and children, which contributes to inclusion, meeting children's needs consistently and providing continuity of care. The childminder meets the individual needs of children well, irrespective of background or ability. Communication between the childminder and the parents is very good. Their views are frequently sought and their feedback is valued. When children start, the childminder obtains information from parents and observes the children to find out what they know, what they can do and enjoy. This identifies children's starting points and forms the basis for ongoing assessment. However, the childminder does not clearly demonstrate how she uses the information from parents and from those professionals within other settings that children attend to identify learning priorities. Thank you cards from parents and children highly praise the childminder for the quality of service that their children receive. The childminder is aware of the importance of making links with other care providers that children may attend and has some effective systems in place, for example, by being involved in the child's transition when starting nursery or school. This helps prepare them for the change.

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

The childminder has a good understanding of the learning, development and welfare requirements. This is because she regularly refers to the Early Years Foundation Stage, which contributes to her effectively promoting children's welfare and learning. Good relationships have been established and children make good progress in their learning in relation to their capabilities and starting points. The children's assessment profiles are well presented and provide parents with a personalised record of their child's progress. These include observations that are matched to the areas of learning, photographs of children involved in activities and things that they have made. However, the system for tracking children's progress within each area of learning is less analytical. This means that the decisions about each child's progress are not as well informed as they could be to plan the next steps in their development across all the areas of learning.

A very child-centred environment is provided. The childminder makes good use of resources within the local community to extend children's experiences. For example, children regularly attend events and activities at the childminder group, the local children's centre, the railway museum and the local farm. The children are confident and are given time and space to enjoy and achieve well by being able to play independently as well as take part in adult-initiated activities. They are supported well by the childminder at appropriate times, demonstrating that she understands when and when not to intervene. Young children make their own choices of what they want to play with. For example, they enjoy imaginative role play with the trains, running them across the track and naming the characters as they give a running commentary about their play. They also choose to look at a book about the same train characters. This demonstrates how children are developing in their communication, language literacy skills. Young children also show an interest in watching the wildlife outdoors, developing their knowledge and understanding of the world. Children express delight as they explore the electronic toys, such as a camera and a bus that makes sounds when the button is pressed. Children demonstrate their creative skills and they enjoy singing their favourite action songs and rhymes. Furthermore, they learn to name shapes and colours through games and counting in daily routines. Everything that happens within the day is used as an opportunity to learn and develop their skills for the future.

Warm and trusting relationships have been developed between the childminder and the children, which demonstrate that they feel safe. Children learn to stay safe by listening to and following instructions, and help to tidy away toys to make way for others so that they do not fall and trip over. Children's health and growing independence are supported extremely well. Effective procedures and routines are in place to manage hygiene, illness and cross-infection. Children learn about the benefits of healthy eating well. The childminder offers fresh fruit for snack and parents provide a healthy packed lunch. The childminder and children sit together at snack and meal times where they learn to develop good manners and social skills. Children have good opportunities to engage in a varied range of physical activities, both indoors and out, and gain a secure understanding about the importance of regular exercise and fresh air as part of maintaining a healthy

lifestyle. Children learn to care about and respect each other through learning to share, take turns and use good manners. The childminder successfully provides a wide range of activities that captures children's interests and therefore, they behave well. The childminder actively promotes equality and diversity and she makes the most of a good range of resources that represent diversity to help children understand about the society they live in.

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	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	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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