

Inspection report for early years provision

Unique reference number	321383
Inspection date	01/02/2012
Inspector	Jane O'Callaghan
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 was registered in 1999. She lives with her husband on the outskirts of York. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has 10 children on roll and of these five are in the early years age range and one is in the compulsory childcare group.

The childminder collects and takes children to local schools, and visits parks and places of interest. She is also a member of the National Childminding Association. They have a cat as a family pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised so that children's well-being is significantly enhanced and their safeguarding is assured. She has high aspirations for quality through ongoing improvement so that children make outstanding progress in their learning and development. She has a very strong commitment to equality and diversity and makes exemplary use of resources, including training opportunities, to meet the requirements of individuals. Each child's needs are exceptionally well met through highly effective partnerships between the childminder, their parents and others. The childminder's excellent commitment to self-evaluation fully involves children and families in developing and taking forward her provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the labelling of the toys and resources to ensure children learn that print carries meaning.

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding procedures are maintained at all times. All adults in the childminder's home undergo suitable vetting processes and children are directly supervised. Children's safety is promoted by full and comprehensive risk assessments of all parts of the home used for childcare, and for outings. The childminder has completed all training required by legislation and identifies additional training to support her continuing professional development. All registers and visitor records are meticulously maintained and enable the childminder to

clearly account for all children and adults in her setting at any time. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and required documentation. These are regularly reviewed and shared with parents, further ensuring the smooth daily management of her setting.

Equality and inclusion is at the heart of all that the childminder does with the children. She is highly effective in ensuring that all children are included. The childminder ensures that children learn about the wider world through an extensive range of resources and the celebrating of a variety of festivals. Each child's individual needs are recognised and catered for exceptionally well as the childminder has developed highly effective partnerships with parents to meet any individual requirements. The parents receive daily feedback, diaries are completed and they are encouraged to contribute to their children's learning journeys. Parents are provided with very good quality information about the care provided. They also complete questionnaires, all of which are very positive, and their comments are taken on board by the childminder and implemented into the planning. The childminder has very good links with others who provide care for minded children and shares observations and plans for children's developmental needs to ensure continuity of care and education.

The childminder uses her self-evaluation form as a working document to secure her outstanding capacity to improve. She highly values the benefits of continuing professional development to extend her skills and support further improvement in her practice. The childminder is in the process of completing a level 3 qualification in childcare to ensure professional practice continues.

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

Children relate very well to the childminder and she is highly involved in their activities, having fun, enjoying challenges and making choices. They make exceptionally good progress in their learning given their starting points, as the childminder knows individual children well and uses the Early Years Foundation Stage Framework effectively. She makes very good, detailed documented observations in children's profiles, supports these with photographs and sets realistic targets and challenges for future development. The childminder also completes in-depth assessment records for each individual child's progress, which clearly identify the next steps of learning and their stage of development. All children access a vast selection of toys, independently choosing what they would like to play with, along with very good interaction from the childminder. Although some toys and resources are not labelled to make them easily accessible and to encourage children to learn print carries meaning. The children play very enthusiastically with the play dough, the more able children get their mat to put the dough onto. Children recognise the pictures of the elephants on the mat and that one is big whilst the other four are smaller. They confidently roll out the dough and, with the large selection of cutters, recognise the shapes that they are making. Children develop their imagination through a wide selection of activities, they run around pretending to vacuum the room and are keen to help the

childminder sweep up the raisins they have dropped at snack time. Together with the childminder they pretend to make cups of tea for each other and hand them out, remembering to say please and thank you. Children like to read the large collection of books available and enjoy regular trips to the library for opportunities to select more books. They choose a book to read and, together with the childminder, read and learn about the letters of the alphabet. They have lots of opportunities to grow their own vegetables and are preparing to grow beans and cress, and visit the local farm shop to learn about other vegetables and fruit. Children's physical development is developing extremely well with access to a well-resourced rear garden, where they learn to climb up the slide, ride bicycles and play with balls, along with other activities. The childminder takes children out into the community where they visit a variety of parks, museums, child-orientated groups and soft play centres, where they develop their social skills.

The childminder ensures that children have a very good understanding of keeping healthy. They are encouraged to wash their hands after the toilet and before having snacks, they use soap, paper towels and individual flannels. Posters are displayed in the bathroom to remind them. Children receive very good healthy and nutritional snacks throughout the day consisting of a wide variety of different and exotic fruits, breadsticks and raw carrots, and drinks are always available. Antibacterial gel is around the home for the childminder and more able children to access under supervision. All of these stringent procedures ensure a healthy, safe and hygienic environment for children.

The childminder ensures that children learn about how to stay safe. During role play they are encouraged to learn about road safety and how to contact emergency services. For example, children pretend to call the emergency services, give them their address and receive a certificate once completed. When out and about within the community children wear high visibility jackets, along with wrist straps if appropriate. Children also participate in regular fire drills and the childminder ensures a safe setting through safety gates and fire blankets being sited appropriately. These stringent procedures ensure an extremely safe environment. Children's behaviour is exemplary, the childminder explains why it is nice to share and children are encouraged to be polite to each other and their peers. This is very effective through the childminder being a good role model. The environment is very pleasant with lots of the children's work displayed. Children have lots of fun in a happy and loving home.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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