

Inspection report for early years provision

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Inspection date	07/02/2012
Inspector	Christine Tipple
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 2011. She lives with her partner and daughter aged four years old in Tollerton near York. The whole of the ground floor and a bedroom on the first floor is used for childminding. There is an enclosed garden available at the rear of the property and access to the front garden with supervision for outdoor play. The childminder is able to take and collect children from the local school and pre-school.

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 group. There are currently three children attending all are within the early years age group, all attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and secure with the childminder where their individual needs are fully supported. Children enjoy a well-presented range of resources and activities, which overall enable them to make good progress from their starting points in all areas of learning. The childminder gives high priority to children's safety and well-being. Excellent partnerships are established with parents. The links with other early years providers and within the community is good. The childminder's evaluation provides a clear programme of development and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- review how children's observations and assessments are carried out to provide a more systematic approach.

The effectiveness of leadership and management of the early years provision

The childminder is well informed of her responsibilities to protect the children in her care. She has completed safeguarding training and ensured her policy and procedures meet current guidelines. All relevant contact details of safeguarding agencies, both local and national are provided. The risk assessments are comprehensive and reflect all areas children come into contact with. These along with the childminder's policies, procedures and records are regularly reviewed and

monitored to support the efficient management of her provision. The childminder has evaluated her practice and seeks both parents and children's comments. This approach provides a clear vision of her plans to improve and raise the quality of her provision. Children have plenty of space to play and to access the good selection of quality resources and equipment, which effectively promote the six areas of learning. These are displayed in boxes and at low-levels, so the children can easily make choices in what they want to play with. The childminder encourages them to be independent, which is effective in enabling them to explore and extend their individual interests and learning.

The childminder teaches the children to respect themselves and each other. They discuss the positives of being different and to celebrate this. The childminder promotes an environment, which is inclusive and reflects diversity. This is supported with information, activities and resources for the children. The childminder has formed good links with the pre-school to provide a positive shared approach to children's needs and their ongoing support. She uses local services to extend children's experiences and social skills. The childminder is developing her contact with other early years providers to share ideas and best practice.

The relationships formed with parents are excellent. The childminder provides a detailed range of information to enable them to feel confident of the care provided. The settling-in period is managed sensitively and enables the childminder to gain a range of information on each child's needs and routines. This supports her assessment of their starting points, which she can build upon. The learning journey folders and the detailed daily diaries offer a positive shared approach with parents on their children's ongoing development and learning experiences. Parents enjoy the photographs taken of their children at their activities and the regular updates of their progress. There are ongoing opportunities for parents to contribute and comment on all aspects of their children's care and development. The childminder provides a compliments book and questionnaires for parents, which she uses to inform her self-evaluation. The parent's comments are very positive in how flexible and supportive the childminder is and how much they value the high level of care and learning experiences provided for their children. They are confident in leaving their children with the childminder as they see how much they enjoy their time with her.

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

The childminder implements the Early Years Foundation Stage. She has individual diaries and learning journey folders for the children, which provide detailed information and photographs of what they do and how these link to the areas of learning. Children's next steps are identified through more in depth assessments, which the childminder monitors to ensure these are supported through her planning. However, these are collated in various documents and are not yet organised in a systematic way for easier access. Children are happy and actively engaged in the activities provided. Their personal care and routines are respected and well supported by the childminder, which enables them to be self-assured and

confident.

The children have daily opportunities to read stories together and use books, which support their interests, such as tractors on the farm. The childminder provides a book and toy lending service for parents. The positive relationships formed with the children enable them to be confident in talking and engaging in activities, which they do enthusiastically. The childminder takes time to ensure that the children are listened to and that they listen to each other.

Children use a range of tools and various mediums, such as sand and paints to mark make with. Children count and use numbers in all areas of their play, such as counting the apples in the shop. There are numbers displayed all around, which the children can use when doing action songs. The good range of resources supports the children to build through using different sizes of bricks to assess whether it will stand up or fall down. Children look at different shapes and use various jigsaw puzzles. Through water play, they see why something floats or sinks. Children love to bake and they weigh out the ingredients together. The children have a nature area in the garden, such as bird feeders and the tress have various wind chimes and catchers. Children have daily walks in the area, which provides a rural environment where they see the changing seasons, such as the snow and ice on the trees or at the farm seeing the animals and farm machinery. Children have very good opportunities to develop their physical skills. They enjoy using various tools and equipment, including doing fun exercises, such as 'wake up' to keep healthy and fit. Children are actively involved with their creative play, such as feet painting and printing. Children use various mediums and tactile resources to extend their creative skills. There is a good selection of role play and small world resources, which develop the children's imagination, such as making dens or dressing-up.

The childminder promotes an excellent approach to safety with the children. She encourages them to make their own choices and to be free to take risks appropriate to their age. They discuss stranger danger and road safety, such as why they need to hold hands when crossing the road. The childminder provides safety cards to work alongside an emergency contact book, which she takes everywhere with the children. Each parent has one relevant to them if they are involved in an emergency situation, so others know where their children are. There is a detailed safety and evacuation procedure in place, which the children take an active part in. There is good information shared with parents to support the childminder to minimise cross infection when children are ill. Children are confident in managing their personal care and the facilities provided fully support this. The childminder offers daily snacks for the children and parents provide a packed lunch. Children enjoy a variety of healthy foods, which they help to prepare, such as different fresh fruit. Drinks are water, milk and fresh juices. The childminder encourages the children to use their manners, which they manage with little prompting. There are reward and recognition certificates, which are highly valued by the children. Each child is also encouraged to take on responsibilities, such as caring for the fish or tidying away toys. The childminder is calm and has very caring and supportive relationships with the children, which enable them to respond positively when their behaviour is not always acceptable.

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	1

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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