

Inspection report for early years provision

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Inspection date	28/08/2012
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 was registered in 2012. She lives with her husband and 14 month old child in the Huntington area of York. It is within walking distance of shops, school and play areas. The whole of the ground floor is used for childminding and the bathroom and front bedroom are used on the first floor. There is a fully enclosed back garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years, of these two may be in the early years age group. She is registered on the Early Years Childcare Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children attending, of which two are in the early years age group. The childminder is available to take children to and from the local primary school. The childminder has completed a recognised level 3 childcare qualification and is waiting for her certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children enjoy their time in the childminder's welcoming home. Documentation is in place and maintained mainly effectively, thus contributing to the safe organisation and promoting children's welfare and learning. Partnerships with parents are supported with information shared both verbally and in writing, which in turn promotes inclusive care for each child. The childminder through attending training promotes her professional development. The monitoring of the provision and the children's learning is in the early stages of development to maintain continuous improvement in outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve the observation and assessment systems for children's development and learning progress to include a system to monitor the learning overall
- monitor and evaluate the quality of the childminding service to prioritise the areas for further development.

The effectiveness of leadership and management of the early years provision

There are effective safeguarding procedures in place and parents are made aware of the childminder's responsibilities in protecting children. Through completing safeguarding training, she has the skills and knowledge in how to protect children. Information, along with contact details for the relevant agencies is readily available. Records, such as, those of medication, accidents and attendance are 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 and records in her diary. The childminder has completed risk assessments and made safe any potential dangers to children, covering all areas of the premises, garden and any outings undertaken. The childminder's effective organisation and safe practice ensure children play safely and freely whilst in her care.

The childminder is motivated and attends training and has embraced the Early Years Foundation Stage. She knows the children in her care very well and plans and provides a range of activities and resources that reflects their individual interests and stages of development. She has started to evaluate her practice, this helps her to monitor her own practice but it is not yet fully effective in prioritising areas for further development.

There are suitable working relationships in place with the parents and carers. She has regular contact giving both verbal and written information. New parents are invited for visits with their child, so they are confident in leaving the child in her care. The childminder has suitable systems in place to share information as required to promote continuity of care and learning when required.

The childminder provides an inclusive provision and warmly welcomes all children into her setting. Children get out and about in their local community and have access to some activities and resources to support their understanding of others. This helps children recognise and value the importance of respecting one another and their differences. The childminding provision supports children's learning and development in all areas.

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

Confident, happy children settle easily into the welcoming and child-orientated environment. Children are encouraged to develop a positive sense of identity. Low level storage is available to allow children to self-select and make independent choices in their play and learning. Children freely access the ground floor; the childminder ensures they have daily opportunities for fresh air and physical play. The younger children's individual daily routines are followed for meals and sleeps. They enjoy healthy snacks of fruit and the childminder ensures a good standard of hygiene followed, children wash their hands before snacks and learn about keeping healthy. Children learn about keeping themselves safe in the childminder's home and when out walking with the childminder, who talks with them about safe walking and road safety.

The warm and homely environment benefits children, where their uniqueness is recognised and promoted. They demonstrate confidence and include the adults in their play. They build language skills as they play, enjoying a warm and trusting relationship with the childminder and they respond effectively to her. Children develop their communication and language showing an interest in a wide range of resources and books, talking about feeding the hungry caterpillar. They sing action songs with the childminder. Children have many opportunities to draw and mark

make, all well supported and encouraged by the childminder. They develop their creativity, as they do collage and finger paint, demonstrating their observation and colour recognition skills. Their understanding of number and counting is supported in everyday play situations, with opportunities to weigh quantities when they bake. Simple push button toys support information technology. The children play well together, their behaviour is good, and good manners are supported as they socialise, learning to share and take turns.

There are many opportunities to learn about the real world, learning about nature as they observe the changing seasons, supported by nature walks and opportunities in the garden, planting and growing flowers. Their physical good health is effectively promoted, through access to fresh air and the outdoor physical activities. They have activities about festivals and celebrations of their own and other countries and how different children live. Indoors children have great fun playing games and role playing different situations, developing their vocabulary. The observations and assessments of children's progress in their learning journals are in the early stages and do not include an overview to monitor the areas of learning. However, all children are making suitable 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 that promote learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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