

Inspection report for early years provision

Unique reference number	EY408075
Inspection date	26/10/2011
Inspector	Lindsay Dobson

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 2010 and lives with her partner and child aged one year in Acomb on the outskirts of York. The whole of the ground floor is used for childminding purposes, as well as a bathroom on the first floor. There is a fully enclosed outdoor play area to the rear of the property. The premises are within easy reach of public transport, shops, parks, schools and community resources.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years. There are currently two children on roll, of whom both are in the early years age range.

The childminder has achieved a BTEC Diploma in Early Years and a Degree in Education Studies. She is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and friendly environment for all children and their families. Children enjoy a well-prepared play environment and have access to a good range of play resources and learning materials. Children are safe and well cared for in the childminder's welcoming and inclusive home. The childminder has implemented the required policies and procedures and has a good understanding of the Early Years Foundation Stage. She works well in partnership with parents to ensure that children's unique needs are met. Systems to self-evaluate the provision are ongoing and the childminder is using the Ofsted form as the basis for this. Consequently, she is maintaining continuous improvement and promoting the outcomes for children.

What steps need to be taken to improve provision further?

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

- further support children to value difference and diversity through enhancing the range of play resources and learning opportunities available to them
- improve children's personal hygiene routines with regards to hand washing.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding children and has attended additional training to ensure that she is secure and up-to-date in her knowledge. There are clear supporting documents and literature available should she have a concern about a child in her care. The childminder informs parents of her safeguarding responsibilities and shares copies of her policies and procedures. Written risk assessments and daily safety checks ensure the suitability of indoor

spaces, the garden, outings, furniture, toys, and equipment. This, combined with close supervision, minimises any potential risks to children.

The childminder promotes equality by providing a fully inclusive setting and enabling all children to participate in the activities. She is clear about individual children's stages of development and provides well for this. The childminder currently provides a limited range of resources that reflect positive images of diversity and disability. This is not sufficient to support children to fully develop their understanding of the wider world and difference. The childminder's ability to ensure that all children are able to participate fully in the planned activities and experiences ensures they are gaining the most from their time at the setting.

The childminder works closely in partnership with parents to ensure the care given to the children is consistent and appropriate. Parents receive detailed information about her provision including her policies and procedures. This enables them to be fully aware of the service she provides for parents and the children. In addition, the childminder gathers a good range of information about each child before they start to ensure she is aware of their individual needs. Verbal feedback is given to parents to keep them well informed about how their child has spent their day. The childminder also provides parents with a written daily diary to further support the information shared. The childminder is clear about liaising with other settings that provide for children in the Early Years Foundation Stage to promote continuity and consistency in learning, although, this has not yet been necessary.

The childminder continues to develop her skills and knowledge to promote better outcomes for children and this is demonstrated in her commitment to attending relevant training. She demonstrates a positive approach towards making improvements and is successfully identifying her own strengths and areas for further development. She is effectively completing the Ofsted self-evaluation form to ensure that she promotes continuous improvement.

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

Children are relaxed and settled in the childminder's care. They are curious and interested when engaged with the play materials. Children are making good progress in their play and learning as demonstrated by detailed records and photographs. Observations are assessed to gauge the child's stage of development in each of the six areas of learning and next steps are used to inform future planning. The childminder provides resources to meet the individual needs and interests of the children cared for each day. She has a good range of resources and equipment available in her designated play area, enabling children to make independent choices about their play.

The childminder provides resources and activities each day which promote the all-round development of the children and meet all areas of learning. She is very aware of the ages of the children and their individual learning styles. For example, the young children present move frequently from one activity to another and the childminder skilfully provides for this, moving with them and supporting and

challenging their play and thinking. She is able to ask simple questions of the younger children and give clear explanations, enabling them to do things for themselves. Children choose to play musical instruments and select the drums, shakers, bells and glockenspiel. As the children play, the childminder sings action songs and rhymes to them and encourages them to join in. For example, children march as they beat the drum and the childminder sings 'The Grand Old Duke of York'. The children enjoy craft activities, particularly painting and sticking and their own creations are displayed on the play area wall. The childminder is using a theme of autumn with the children and they have been into the garden to collect leaves for their pictures. An adult-led activity for this theme is painting a pumpkin which the children enjoy, selecting from different sized brushes. The childminder allows the children to develop their own ideas as they move on to paint the garden gate. The childminder uses many natural materials in her resources, which adds further dimensions to the children's learning. They enjoy playing with the wooden trains, the pine cones, leaves and pumpkins in the autumn treasure basket and the materials and feathers in the dressing-up box.

Children are learning about personal hygiene practices as they are beginning to understand the need to wash their hands before eating and after playing in the garden. However, the children currently share a bowl of water for hand washing, which does not protect them from possible cross infection. The childminder offers healthy and well-balanced meals for all children and records any allergies. Children have snacks of fruit, cheese and breadsticks and also have drinks of water available to them in their own cups throughout the day. The childminder ensures that children are in a safe environment and teaches them how to stay safe by practising fire drills and tidying away the toys. The childminder is a very calm and caring person who has a good understanding of managing children's behaviour according to their age and stage of development. She offers lots of positive praise, enabling children to feel a sense of belonging and be confident in a happy and fun environment.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met