

Inspection report for early years provision

Unique reference number	400614
Inspection date	01/10/2008
Inspector	Elizabeth Patricia Edmond
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since December 2000. She lives with her family in a semi-detached house in a cul-de-sac on the eastern side of Pickering. The children have full use of the ground floor and would normally only go upstairs to access the family bathroom. There is a dedicated playroom on the ground floor and an adjacent enclosed garden to the rear of the property for outdoor play. There are links with Pickering County Junior, Infant and Nursery Schools and Potter Hill Playgroup where children are collected from and taken to.

The childminder is registered to care for up to six children under eight years. There are currently 10 children in the early years age group on roll. There are two children on compulsory part of the Childcare Register and seven children aged over eight years who are included in the voluntary part of the Childcare Register. All children attend on a part-time basis.

The childminder is a member of the National Childminding Association and has completed the Bronze Award North Yorkshire Quality Assurance Scheme. There is one dog at the property which is kept in its own enclosure in the garden. Children are able to have supervised access to other animals, subject to parental approval, at the childminder's small holding away from the childminding premises.

Overall effectiveness of the early years provision

The childminder provides well for children in the Early Years Foundation Stage. She provides a stimulating yet homely environment for children where they are very happy and settled. The resources are invitingly presented and accessibly stored so that children can easily help themselves to what they need for their play and learning. This means that children are motivated and actively engaged throughout the day. The childminder has positive approach to continuous development of the service and uses links with various agencies to make improvements for the children. She recognises her strengths and arranges training and seeks advice on issues that she correctly identifies as needing further development.

What steps need to be taken to improve provision further?

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

- continue to develop systems so that observations of children at play can be used to identify immediate individual learning potential and to monitor children's progress in all areas of learning.

The leadership and management of the early years provision

The childminder provides a pleasant homely environment. The playroom and rear garden are well organised so that children can easily make themselves at home

and help themselves to the resources. They develop a high level of confidence and independence in their play and therefore their learning; they find their own boots to go outside and they tell the childminder confidently when they need some more water to play with. This also promotes a high level of support for children's individual care routines. For example, children can be appropriately supervised as some rest quietly on the sofa whilst others are actively engaged in the garden.

The childminder has a positive approach to her professional development. She continues to attend important basic training such as child protection and food hygiene so that her skills and knowledge are kept up to date. Additionally, she is extending her understanding of early years issues by working towards a recognised qualification. Since the last inspection, the childminder has evaluated her provision fully using the local authority's quality assurance scheme; she has now completed the 'Bronze Award', which has resulted in some improvements to organisational matters. The childminder also embraces recommendations raised at inspection. She made several improvements to resources and activities to promote inclusive practice and develop children's understanding of others after the last inspection. Systems to monitor and improve children's learning and development are less clear.

Effective policies and procedures for the safe management of the provision are in place and followed vigilantly by the childminder. Records are professionally maintained and signed by parents where appropriate. There is good clear information for parents about business arrangements, how children spend their time at the childminder's and how she implements the Early Years Foundation Stage. More importantly, relationships with parents and other family members are warm and friendly. This means that children develop positive three-way relationships with their parents and the childminder; they are very relaxed and happy as they see their familiar adults chat about their care and the day's events.

The quality and standards of the early years provision

The childminder is generally skilled in helping to move children on in their learning and development. She instinctively supports their learning by using conversational questioning to help them to think about their play and to establish what they know and can do. For example, she helps them to count the trains or she draws their attention to the lettering on their clothes and helps them to remember the phonics symbol for this that they use in school. The childminder engages children in conversations about their immediate environment so that they learn why the leaves are falling from the trees and how neighbouring building works are progressing. Importantly, she is proud of children's major and minor achievements and overall development. Consequently, proud of the warm praise they receive for using a new word or for being kind to each other, children are motivated and feel that their efforts are valued. The childminder also shows genuine interest in what they are learning at other settings; for example, children are eager to show her their new story book they have borrowed from school.

The childminder has started a 'diary-style' system for observing the children, which is identifying children's preferred learning styles and areas of interest. This enables

her to provide the types of activities and outings in which children fully engage themselves and concentrate well. This diary, however, does not yet reflect the six areas of learning in the Early Years Foundation Stage. So, although the planned themes and the range of equipment suggest that all areas of learning are addressed, it is not yet clear, from the diaries, as to whether children are making good progress in all areas of learning. The childminder has a sound understanding about all areas of learning and how play-based activities promote children's development; she has also produced clear information about this for parents. Because of her keenness to make the best possible use of observation to inform the next steps for children's learning, the childminder has looked at systems used by various link providers and is beginning to use her college training to develop similar systems.

Children develop very pleasant behaviours which contribute significantly to their learning and their welfare. Because they are used to the childminder engaging them fully in conversations, they listen carefully when advised to look and listen for traffic, or when asked to think about their safety at the park. Similarly, they learn to listen attentively and politely to each other as they chat over snack time about their play, and they confidently tell the childminder when they want to have something out that they do not see. Children's confidence in the childminding setting and the happy relationships mean that they develop a healthy approach to being active in the outdoors. Children access the various activities in the garden freely and benefit from their daily walk to school to collect their friends or rejoin their parents or other carers. Children are healthy and well nourished. They enjoy the fresh fruit and vegetables for their snack and learn about the importance of washing their hands before they eat. There are clear procedures in place to safeguard the children and protect their well-being. The childminder files all related guidance and updates her child protection training regularly.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.