

Inspection report for early years provision

Unique reference number	400675
Inspection date	26/09/2008
Inspector	Carol-Anne Shaw
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 was registered in 1998. She lives with her family in a dormer bungalow in the Old Malton town area. The lounge, two bedrooms and the bathroom all situated on the ground floor are used for childminding, and there is an enclosed rear garden available for outside play.

She is registered to provide care on the Early Years Register, the compulsory and voluntary parts of the Childcare register. She is registered for a maximum of six children under eight years, currently there are seven children attending under eight years and two over eight years.

The family have two dogs that have their own run outside.

There is a pre-school playgroup in the area, and local schools within walking distance the childminder visits the local childminder drop in on a Monday. The childminder has access to the family car for outings when working with her assistant.

Overall effectiveness of the early years provision

Children are included in all aspects of the childminder's day. She knows the children in her care extremely well and relationships are good. Children have access to a good balance of adult led and child initiated activities, both indoors and outdoors, that help them make good progress in the six areas of learning. The childminder is fully aware of her role in safeguarding children. She evaluates her provision informally, attends training and has the capacity to make improvements in her practice. The childminder has not linked her documentation to the Early Years Foundation Stage for the children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- ensure self-evaluation identifies specific areas for future improvements in practice, and the impact on outcomes for children
- ensure all documentaton links to the welfare requirements and the early learning standards.

The leadership and management of the early years provision

All the required documentation is available and details information regarding children's individual needs. Hence, the childminder is able to tailor her day to meet the needs of the children attending. The childminder follows her policies and procedures and this in turn effectively promotes the children's welfare in the setting. However, the policies have not been reviewed and updated to link with

current requirements of the Early Years Foundation Stage.

The childminder has completed risk assessments of her home and garden and also for taking children on outings. These ensure any potential hazards to children are minimised, and promotes their safety whilst in her care. The environment is well organised and enables children to develop a sense of belonging in the childminder's care.

The childminder attends regular training and this enables her to implement new ideas into her practice, for example, doing observations of children. Although the childminder evaluates her provision and has the capacity to make improvements, she has not identified specific areas for improvements, nor assessed the impact of these on outcomes for children.

Children's individual needs are very well met as the childminder has regular exchanges of information with parents regarding their routines. They also discuss children's progress and achievements and parents receive information about their children's activities and examples of their work. Parents are therefore encouraged to support their child's development at home. The childminder has good links with the local pre-school and school to support children's welfare and learning.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care. They demonstrate a secure relationship with the childminder, as they readily interact and engage in play together. Children have access to a good balance of adult led and child initiated activities that cover the six areas of learning. The childminder continues to improve her knowledge of the learning and development requirements to ensure that her process of observation, assessment and planning covers all six areas of learning equally. Children are encouraged to develop independence in the provision as they confidently choose the toys they wish to play with. The childminder plays with the children to support them during their play, talking about how the shark and diver swim. The childminder supports children's learning well through interacting with them and encouraging them to find out about the world around them. For example, the outside is used very effectively to support children's development in many areas.

The childminder offers the children lots of praise for their achievements explaining to them how clever they are, hence individual children's interests are utilised to support their learning and development, this helps children make good progress and develop positive attitudes towards their learning.

Children play in a welcoming home and have access to a good range of stimulating toys that are safe, suitable and age appropriate. The childminder is very aware of her role in safeguarding children and risks to children's safety both indoors and out are minimised effectively. Children learn how to keep themselves safe when out and know why there are certain rules to abide by. For example, walking safely and hold the buggy on the inside of the pavement to keep safe from the cars. Children's exposure to illness and cross-infection is minimised through sharing the formal sickness policy and the implementing of hygienic routines in the provision.

Children have mainly healthy meals in the provision, with plenty of access to fresh air and exercise. Children's behaviour is good as they learn to share and take turns in their play.

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.	Satisfactory

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?	Good
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?	Satisfactory

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

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

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.