

Inspection report for early years provision

Unique reference number	EY218503
Inspection date	18/05/2009
Inspector	Linda Cook
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 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 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years old at any one time. She is currently caring for four children in the Early Years Foundation Stage age range and all attend part time.

The childminder lives with her husband and their two children in a house on a new housing estate in Thirsk, North Yorkshire. Minded children have access to the whole of the property and there is a secure rear garden used for outdoor play. There are links with the East Thirsk County Primary and Nursery School, where children can be delivered and collected.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children are cared for in a safe and welcoming environment where they are effectively supported in making progress in their all round learning and development. The childminder knows the children well, is aware of their individual needs and promotes an inclusive environment for all the children and their families. She reflects on her practice as part of the overall development of the care and learning she provides. She demonstrates a commitment to updating her skills and knowledge to improve outcomes for children in her care.

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 of observation and assessment to include and evidence parental involvement in the learning partnership
- extend safeguarding policy to include procedures to be followed in the event of an allegation being made against the provider or a member of the family.

The leadership and management of the early years provision

The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents and their children feel welcome. The childminder has a range of written policies and procedures which are shared with parents, helping to forge good working relationships and a shared understanding from an early stage. Policies are generally detailed, clear and consistently implemented. However, the safeguarding policy does not include the procedures to be followed, should an allegation of abuse be made against the childminder or a member of her family and therefore does not fully protect children. Parents are provided with a wealth of information about their children's care, learning and development. For example, the childminder maintains children's individual daily diaries and parents

are able to view their children's records of development. However, parental involvement in the ongoing learning partnership is not evident in the children's observations and assessment records and is acknowledged by the childminder as an area for development. She clearly demonstrates an ability for continuous improvement of the service she provides and has successfully addressed recommendations from the last inspection. She is aware of her strengths and areas for development and is starting to introduce a formal system of self- evaluation.

Children benefit from the childminder's commitment to increasing her skills and knowledge and the continually improving service she provides. She attends a good range of training and has recently obtained a level 3 childcare qualification. Her involvement with the local authority, local childminding group and family centre has a significant impact on the good quality of the provision. For example, the regular weekly sessions provide training and development opportunities for the childminder and additional social and creative experiences for the children. The childminder has taken positive steps to link with other providers where the children attend. She is involved with the local playgroup and has links with the local school and nursery where she takes and collects children. She has introduced a transition folder for each child which can be shared with other providers. This pro-active approach is effective in enhancing and supporting children's needs and promotes continuity in their learning.

The quality and standards of the early years provision

Children are happy and very settled in the childminder's care. She is sensitive to individual needs and parents receive both written and verbal feedback. This helps children to develop a good sense of security and belonging. Children benefit from the caring and affectionate relationship they have established with the childminder who is actively involved in their play. They enjoy the praise and encouragement they receive for all their achievements which motivates their learning.

Young children make good attempts to talk and express themselves, through sounds and gestures, as the childminder is very attentive and listens to what they say. She asks questions that make them think and respond, which enhances their language development very well. They enjoy quiet times with her, as they look at books together. Children benefit from participating in a good all round range of activities which covers all areas of learning, such as music, dancing, imaginary and creative play. They learn to sequence as they arrange furniture and small world people in the dolls house. They recognise and name animals and can imitate the sounds they make. They talk about the weather and the things they do and see.

The learning environment helps children to progress towards the early learning goals, for example, a varied range of toys and resources are readily available for them for self-selection developing their independence. Posters, displayed at child height and a range of resources, increases their knowledge and interest of the world around them and their understanding of a diverse society. Their regular trips out provide additional learning opportunities as they attend creative and music sessions at the family centre, enjoy trips to the library and toy library and mix with their peers at local childminder events.

Children play in welcoming, safe premises and have access to a wide range of toys that are clean, well maintained and age appropriate. Effective procedures for ensuring children are not exposed to infection and illness, are in place and children are encouraged to learn about the importance of good hygiene routines. Posters displayed in the downstairs cloak room remind them to wash their hands and why this is important in maintaining good health. All children begin to learn to protect themselves from harm, as they are taught to cross roads safely and practice emergency evacuations. While parents provide most meals the childminder works with them to promote healthy eating and displays posters in the kitchen/diner, where the children eat to promote the five a day campaign.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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