

Inspection report for early years provision

Unique reference number	EY235020
Inspection date	15/06/2009
Inspector	Rosemary Beyer
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 March 2003 and is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age, and is currently caring for 11 children in total of whom five are in the early years age group. All children are cared for on a part time basis.

The childminder lives with her family, in a three bedroomed detached house in the town of Pocklington. The house is built on four levels and is situated on a quiet road on the outskirts of the town near the local secondary school. Children have the use of the sitting room, dining room and kitchen, on the ground and first floors. The home is within walking distance of all the local schools, the shops and the local play area. Children are able to attend local playgroups and also the Children's Centre for group activities. The outside area is secure but also on various levels. There are three areas of decking which are flat, and a lawn on a slope. There are two cats and some goldfish in the household.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes all aspects of the children's care successfully ensuring they are safe and secure. They are engaged well in the activities and through continuous assessment and monitoring the childminder ensures they make good progress in all areas. The excellent relationship she has with parents ensures they are kept fully informed of all issues relating to their children's care and learning. Through self-evaluation the childminder has identified strengths and areas for improvement in her provision, such as developing her knowledge to enable her to care for children with learning difficulties or disabilities, or with poor communication skills.

What steps need to be taken to improve provision further?

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

- develop an awareness of responsibilities under food hygiene legislation.

The leadership and management of the early years provision

The childminder is very enthusiastic and ensures her provision meets the needs of the children attending. She has comprehensive, regularly reviewed policies and procedures which are made available to parents, and ensure the safe and efficient management of the setting. The setting is very inclusive and although no children with learning difficulties or disabilities or with English as an additional language are cared for, the childminder has considered how these children's individual needs could be met.

The childminder ensures unauthorised persons do not have access to the children and has attended regular safeguarding courses to update her knowledge of child protection and keeping children safe. She attends training sessions through the local Children's Centre to enhance and widen her knowledge. Comprehensive risk assessments and safety precautions, both on and off the premises, protect the children while helping them learn to stay safe. Good road safety practice is enhanced by activities in the home, such as discussion of the 'lollipop' person and role play in the garden with a sign made by the children. They are also taken to see her when they collect children from school.

Excellent relationships with parents ensure they are kept fully informed of their children's welfare and learning. Parents receive comprehensive information about the children's progress and are able to contribute to the assessments of their children. Daily verbal feedback for older children and written record sheets for younger ones ensure they exchange information regularly. The childminder also works very well with other carers of the children, such as school and playgroup to ensure their individual needs are met through continuity of care.

Parents and children are regularly consulted about the quality of the provision as part of the childminder's self-evaluation process. She is keen to continually improve her provision and takes account of comments made by parents, such as those concerning diet. Children's ideas for outings and resources are considered when planning for the future with the holiday programme devised after considerable discussion. They also help to develop house rules for the setting, which include aspects to take account of recycling and not wasting food or resources as well as consideration of others. They are becoming very aware of the environment and the need to conserve it.

The quality and standards of the early years provision

Children make very good progress because the childminder has an excellent understanding of the early learning goals. She monitors their progress and has sought advice to ensure her assessments meet the children's needs, with a good understanding of their starting points providing a sound basis and the next steps for their development highlighted. She provides a varied stimulating programme, with a balanced mixture of adult led and child led activities to promote their learning in all areas and enable the children to develop their own interests. In addition she has developed her own knowledge of the different needs of children with learning difficulties, disabilities, poor communication skills and behaviour problems.

The environment is well planned to enable children to select resources themselves and they learn to use toys and equipment carefully. Resources for babies are kept separately to prevent damage and cross infection. All the children are settled and comfortable with the childminder, confidently discussing the photographs of activities they have enjoyed, particularly the visits to the farm to feed the animals and their baking activities. The children are very keen to learn and try new things, being curious about the world and everything in it.

While in the childminder's care the children develop a wide vocabulary through conversation and activities. They enjoy stories and use books carefully, sitting quietly while she reads or looking at them independently. They also enjoy story-telling sessions at groups in the town. The childminder has developed the available books to widen children's knowledge of the world and raise their awareness of diversity.

Children's physical development is supported well through regular use of the garden for outside play, walks in the locality and the use of the local play area. They also learn about how they develop a healthy lifestyle, being conscious of healthy foods, having fresh air and exercise and implementing good hygiene practice. The children are willing to try new foods and enjoy helping to prepare their snacks or meals.

The children's behaviour is very good and they are polite and considerate individuals who show good manners. The childminder and older children provide excellent role models for the younger children. In their play the children share, take turns and cooperate well. They are friendly to visitors and proud of their achievements, which they discuss happily.

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
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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