

Inspection report for early years provision

Unique reference number	EY276472
Inspection date	26/01/2012
Inspector	Caroline Basham
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 December 2003 and lives with her husband and two children aged seven and four years old in the town of Beverley. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The premises are close to shops and within walking distance of several parks, local primary schools and a children's centre. The whole of the ground floor, as well as an additional bathroom on the first floor is used for childminding purposes. There is a rear enclosed garden for outside play, which incorporates a play house. The childminder is registered for a maximum of four children under eight years of age and there are currently, three children on roll in the early years age range and 12 children on the Childcare Register. The family have a pet cat and have fish in the pond in the garden. The childminder uses her car on occasions for transporting children. She supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The childminder is a member of the National Childminding Association and the local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the childminder works closely in partnership with parents and carers. She knows the children well and clearly demonstrates and sensitively meets their individual needs. Children's learning is well supported and enhanced by the appropriate range of resources available. Comprehensive policies are shared with parents and risk assessments are in place for trips and outings but not for the setting environment. The childminder works in close partnership with the local schools and children's centre and is a member of the local childminding network. She is committed to training and continued professional development. She is due to complete the National Vocational Qualification Level 3 in children's care learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- risk assessment must identify aspects of the environment that need to be checked on a regular basis: providers must maintain a record of these particular aspects and when and by whom they have been checked. Providers must determine the regularity of these checks according to their assessment of the

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significance of individual risks (Documentation).

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

- include notification of Ofsted in the lost and uncollected child policies
- develop recording of the fire evacuation drills to ensure that all children are familiar with the procedure.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and are appropriately protected as the childminder is knowledgeable about local safeguarding procedures. She is well informed about child protection and has many appropriate safety measures in place. A wide range of policy documents are in place and shared with parents, although, Ofsted details are not recorded on the lost child or the uncollected child policy. Risk assessments for trips and outings are completed and the childminder is aware of the need to implement appropriate risk assessments for the setting, as these are not in place. All areas used by the children are clean and well organised and they feel safe. This is due to the childminder's vigilance and good supervision. Children are further safeguarded because the childminder keeps detailed documentation, including medication, accident and attendance records. Fire evacuation procedures are in place, although, fire drills are not recorded. The childminder regularly attends safeguarding training and has a clear safeguarding policy in place. The children are able to move safely and freely around the setting and know their boundaries. This is due to the excellent understanding and close relationship they have with the childminder.

The childminder has a good knowledge of the Early Years Foundation Stage and uses this appropriately to enhance and develop the children's learning and development. The environment is well organised and a wide range of exciting and stimulating resources are available for the children to access for themselves. This means that the children are able to thrive and all aspects of learning are enhanced and supported to a high standard.

The childminder is very aware of her strengths and weaknesses and is continually looking at ways to improve her provision and through the use of self-evaluation sets appropriate and achievable targets. For example, the garden is being reorganised and a new patio is being built, which is more appropriate for children's use. Parent and carers are asked to contribute through completing questionnaires on the provision and their comments and ideas are clearly used to enhance the setting. Previous actions and recommendations have promptly been addressed and now medication records clearly state fully the details required. This means that children are further protected while in the childminder's care.

Firm partnerships are formed with parents and carers. The childminder obtains useful information about each child, such as their dietary requirements and individual care routines to ensure the parent's wishes and the children's individual

needs are appropriately met. Important information about children's progress is recorded and shared in each child's individual learning file and through a daily diary, which the children return each day. This ensures that parents can be involved and contribute in their child's learning and enable them to be well supported as they progress towards the early learning goals. Children's learning and welfare are further supported through the close and well-established relationships with other provisions involved with them.

The childminder offers sensitive and caring support to all children in her care and has a clear informative equal opportunities policy in place. The childminder adapts her planned activities to ensure that all children are able to access them, individual needs are met and they are included fully within the setting. Diversity is promoted through resources and play experiences and children participate in various celebrations, which include their own and other cultures traditions. For example, the childminder makes boomerangs with the children to celebrate Australia day and discussion is held about the different kinds of animals that may live there. The children talk about different modes of transport and how far away different countries are while being closely supported and encouraged by the childminder.

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

Children enjoy and are very happy attending the setting and due to the childminder's comprehensive routines and excellent care, the children's needs are well met. Children feel secure and safe to access the provision and its many exciting resources. This is because the childminder ensures that the environment is safe and appropriate for its use and encourages and supports the children well. Independence is encouraged through the children being allowed to experiment and try things for themselves. For example, the children move a large stickle brick model they have built carefully onto the side to show their parents later and they know how far to turn the glue stick whilst taking part in creative play.

Children's good health is promoted effectively and they are taught about making healthy choices. This is because they are offered healthy options, such as raisins and fruit for lunch and snacks. Children are encouraged to choose what sandwiches they would like for their lunch and discuss this daily with the childminder. Children access fresh air each day by accompanying the childminder to the local primary school twice a day and through using the garden and local parks on a regular basis. Physical skills are developed as the children play, dance, hop and jump as they make use of a variety of resources available. The childminder encourages the children and praises their achievements.

Children are making excellent progress towards the early learning goals because the childminder plans activities around each child's individual needs and interests and at their appropriate level. Regular observations are recorded and used to further enhance learning and next steps for children's development. Children are developing good communication and language skills. They enjoy selecting books and know how to share and turn the pages appropriately and carefully together.

They talk about the pictures and sing happily about their favourite television characters. The childminder and children talk about a story about a bear hunt, make collage pictures and discuss the bear hunt they went on in the forest together. Children enjoy problem solving activities and concentrate with different jigsaw puzzles, taking time and patience to complete each one discussing the shapes, sizes and sounds they make. The childminder continually praises and uses learning rich language to enhance the children's development. Knowledge and understanding of the world is promoted through a variety of resources and activities, which are carefully planned. For example, small world figures and treasure baskets with natural resources for the children to explore are available. A variety of cause and effect resources with buttons and switches ensure that the children are gaining good skills in using technology. This means that children are making very good skills for the future.

Children's behaviour is exceptional, they share and take turns in their play and develop respect for themselves and others and show kindness to each other. They are very aware and understand the clear boundaries that are in place for them. This is because the childminder makes these appropriate and understandable. Children are confident and play independently and in cooperation with others. They are inquisitive learners. The childminder's effective use of resources and books helps to introduce new ideas and promote diversity.

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	1
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	2
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	1
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	1
The extent to which children develop skills for the future	1

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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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