

Inspection report for early years provision

Unique reference number	EY286478
Inspection date	17/10/2008
Inspector	Lindsay Helen Dobson
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 2004. She lives with her husband and child aged 11 years in the village of Sherburn-in-Elmet, near Selby. Their home is within easy walking distance of local schools, shops and other amenities. The ground floor, consisting of a lounge, study and kitchen, plus the first floor bathroom and small playroom are used for childminding. There is a fully enclosed garden available for outside play. The family has two cats and one dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time and currently has six children on roll, of whom four are in the early years age group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a stimulating environment which includes exciting learning opportunities that meet the children's needs and sustain their interest. Children enjoy their time with the childminder and make good progress. The childminder is vigilant about safety within the home and on outings and follows clear procedures to ensure children's ongoing health and well-being are supported. The childminder monitors her own performance and attends regular training which helps her to develop her own skills and knowledge and keep up-to-date with relevant childcare practices. The childminder works closely with parents and others in most areas to ensure that the needs of the children are met by valuing each child as a unique individual.

What steps need to be taken to improve provision further?

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

- continue to develop the procedure for monitoring children's progress, clearly identifying and planning for the next steps in their learning and development
- develop the system to share information about children's learning and development, so parents are fully informed and can extend and support this learning at home.

The leadership and management of the early years provision

The childminder maintains clear and detailed documentation, which is required for the safe and efficient management of her provision and promotes all aspects of children's care. She has produced written policies and procedures which are reflected in practice and effectively shared with parents. The childminder creatively organises her home and resources to actively stimulate the children's interest and enable children to move around spontaneously and independently. Appropriate risk

assessments ensure effective actions are taken to manage and eliminate risks to children. The childminder has a clear and knowledgeable approach to safeguarding children. She has attended training and is fully aware of the procedures to follow should she have a concern about a child in her care.

The childminder has a good understanding of the strengths and weaknesses of her provision and is beginning to formally identify these within her self-evaluation documentation. She is committed to her own professional development and has attended a wide variety of training courses and gains support from her local childminding group. The recommendations from the childminder's last inspection have been positively addressed, which has a direct impact on the outcomes for children. For example, there is a good range of resources which positively reflect disability and parental consents have been obtained.

Good partnerships are established with parents and carers, which helps to ensure children are cared for according to their individual needs. Information is shared daily through diaries and the childminder always allows time for discussion. Parents are provided with useful information about daily routines and welfare; however, they are not given sufficient information about their child's learning to enable them to support this at home. The childminder is setting up systems to share more information about what children are learning through their play, and gain more details of what they are achieving at home.

The quality and standards of the early years provision

Children are very happy and settled as the childminder is very caring and sensitive towards their needs. Children are confident due to the consistent approach of the childminder. They understand the daily routines and expectations and are learning to share and play together. The childminder encourages the children in this play through explanations such as, 'What wonderful team work'.

The childminder demonstrates a secure understanding of children's developing needs and provides them with a broad and interesting range of activities and play opportunities. These are appropriate to children's individual ages and stages of development. However, the current system of observation and assessment to monitor children's progress does not clearly identify the next steps in their learning and how this will be promoted.

Children have free access to a wide selection of books and the childminder regularly reads to the children. She is very good at getting the children to interact with the story through open ended questioning; for example, the children shout, 'I can see a rocket in space'. Children are gaining a very good knowledge of diversity and the world around them through well planned and spontaneous activities. They celebrate festivals with the childminder, which include food tasting, and choose to complete jigsaws depicting people from around the world. Children talk to each other and the childminder about where the people are from and they all say 'hello' in the language of the country such as, 'Bonjour', 'Salam' and 'Ola'. This encourages and supports children's developing language and communication through discussion.

Children have good opportunities to develop their physical skills and gain control of their bodies, both at the childminder's house and on outings. They learn to belly dance with the childminder, dressing up in appropriate outfits for the dance. They go on visits to local parks where their climbing and balancing skills are well supported on a good range of equipment. The childminder regularly takes the children on outings to places further afield, such as Lotherton Hall, where they are involved in a vast range of fun learning opportunities. Children happily show photographs of such outings and talk about their memories. Children's creativity is positively supported and promoted. Children paint, draw and use collage materials. They have their work displayed to celebrate their achievements and raise their self-esteem. Children play musical instruments and sing familiar songs with the childminder, for example, 'Miss Polly'. They show their developing knowledge of sign language, which they are taught by the childminder as they sign to the song 'Milk and Biscuits'.

Effective measures are taken to promote children's safety when in the home and on outings. The childminder increases children's awareness of how to keep themselves safe as they take part in regular fire drills and road safety days. Very good routines are followed to promote children's health and ongoing well-being. Children have their own towels in the bathroom and access wipes before sitting down to eat. These practices help to prevent the risk of infection. Children are provided with a good range of healthy and nutritious snacks and meals which are appropriate to their individual needs and help them to make healthy long-term choices in their diet.

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?	Good
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?	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.