

Inspection report for early years provision

Unique reference number	EY337475
Inspection date	27/01/2010
Inspector	Carol-Anne Shaw
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives with her husband and two children in the village of Leven, near Beverley in East Yorkshire. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden for outside play.

The family has a pet rabbit.

The childminder is registered on the Early Years Register, and both parts of the compulsory and voluntary Childcare Register. She is registered to care for a maximum of five children under eight years old at any one time. She is currently caring for eight children, four children are in the in the early years age group.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder provides a welcoming, child orientated home learning environment. The documentation, policies and procedures outline the service provided and contribute to the safe and efficient management of the setting. The childminder has developed effective relationships with the children, parents and others involved in children's care and learning. She is commitment to providing a professional service and reflects on her practice, attending training to further develop her knowledge and understanding.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessments completed to include each type of outing, review before embarking on each specific outing
- continue to develop the systems for reviewing and reflecting on the childminding service provided.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. The childminder maintains a range of documentation, policies and procedures, which contributes to safeguarding and promoting children's welfare. This contributes to keeping children safe, the childminder carries out regular safety checks and risk assessments of the environment, equipment and resources. This includes carrying out a risk assessment before embarking on most outings with the children, a record of these are maintained, however, the records for outings do not include every outing the

childminder undertakes. The childminder has accessed child protection training, this contributes to her having a good understanding of her responsibilities in protecting children from harm. This is outlined in her written safeguarding policy which she shares with parents, so everyone is clear about the procedures she would follow should she have any concerns about a child. The childminder ensures all adults living on the premises have undergone appropriate checks, and she supervises any visitors to the home to ensure children are safe and protected at all times.

The childminder evaluates her service and practice, so that she can identify areas where she can make improvements, such as, developing the outside area to better provide learning in all the six areas of learning, to meet the learning needs of all children. This demonstrates her motivation and commitment to bringing about positive change that promotes good outcomes for children. However, this is not done systematically and has been targeted as an area to develop and record by the childminder.

The childminder regularly refers to the Early Years Foundation Stage framework and guidance to gain ideas, to evaluate her understanding and to identify areas she can develop. This contributes to effectively promoting children's welfare and learning. She has developed the learning environment by creating a child-orientated space in her home, providing quality resources and opportunities for children to make their own choices in play. In addition, the childminder makes good use of resources within the local community to extend children's experiences. For example, children regularly visit the local park, they visit the library and enjoy nature walks. Resources within the home are effectively organised, so that children can make independent choices in their play, resulting in children having a positive attitude towards their learning. The children are developing an understanding of diversity and difference, as they experience an inclusive environment and through accessing resources and activities. She has regular discussions with parents to seek their views and ideas on any areas they wish to see improved. Through accessing training events and reading early years publications, the childminder is exploring different opportunities to extend her knowledge, skills and experiences, contributing to promoting ongoing professional development.

The childminder works very effectively with the parents, they share and exchange information each day, which contributes to promoting continuity for children. The childminder encourages parents to look at their child's progress and assessment record, and she continues to try new ways to enhance parental involvement in their child's learning. This effective communication and information sharing means the childminder knows the children well, which means she recognises and meets their individual needs. The childminder understands the importance of working with others involved in children's learning, such as pre-school and nursery. She incorporates into her planning the themes and topics children are discussing at school.

The documents to support the observation, assessment and planning for individual children's possible next steps lack detail, and are in the process of being developed to include more information. In discussion the childminder is very aware of children's individual learning goals, so that she promotes continuity and coherence

in children's learning. In addition, the childminder would endeavour to liaise with any other professionals or external agencies if any children in her care required additional support or help.

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

The childminder is actively involved in children's play and she uses this time to support and challenge children's learning. This results in good relationships between the childminder and children. She carries out regular observations on the children, which means she knows them well. The childminder matches her observations to the expectations of the early learning goals, and uses this information to identify children's learning priorities. The childminder then plans appropriate activities so that children's learning is progressive. Her monitoring system ensures children receive a balance of experiences across all the six areas of learning.

The childminder is professional and friendly, she provides a safe, clean and welcoming environment, which provides continuity for children. Therefore, children are happy, secure and settled in her care. This security, alongside positive and trusting relationships with the childminder and her family contributes to children feeling safe. Through play, discussions and activities, the children are developing a good understanding of how to keep themselves safe. For example, children learn to tidy to prevent falls, are aware of safety when near water, and learn road safety when out walking in the local environment.

Through everyday routines, the children learn about the importance of being healthy. For example, they learn about good personal hygiene practices, such as, hand washing and discussions about how germs can make them ill. The childminder provides a healthy and nutritious range of meals and snacks for children, which contributes to children developing a good understanding of the benefits of healthy eating. In addition, children have many good opportunities to be active and access fresh air. They regularly take part in physical activities, for example, they play in the garden, go for walks to the park where they can run and climb. In addition, through activities, such as, painting, cutting, building and constructing, children develop dexterity and coordination. Children enjoying being creative, they confidently verbalise and develop their communication skills.

The children's behaviour is good, they know what is expected of them, because the childminder provides a good role model and consistent routines and boundaries. Through play and activities, the children are encouraged to have good relationships with their peers, they learn about sharing, taking turns, right and wrong and respect for others. Through positive praise, celebrating children's achievements and valuing what children have to say, children have a positive self-image and good self-esteem. The childminder discusses issues with the older children, for example, not leaving litter and valuing nature, the children learn about caring for their environment.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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
--	---

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

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
--	-----