

Inspection report for early years provision

Unique reference number	EY361691
Inspection date	05/03/2012
Inspector	Carol-Anne Shaw

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 2007. She lives with her husband and two children ages three years and five years. They live in a detached house in the village of North Duffield, which is in the East Riding of Yorkshire. The whole of the ground floor is used for childminding and there is a fully enclosed area for outdoor play. She is within walking distance of local parks and other amenities within the community.

The childminder is registered to care for a maximum of four children, under the age of eight years and of these two may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary part of Childcare Register. She is currently minding one child in the early years age group on a part-time basis. The childminder walks to the local school and pre-school and attends the local carer and toddler clubs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the childminder who tailors her service to provide an inclusive environment for the children in her care. Children have access to a wide range of resources and activities to promote their interest and enjoyment. The childminder has established mainly effective systems in using observation and assessment to plan for children's progress towards the early learning goals. There is effective documentation in place to support her childminding service. The childminder demonstrates a commitment to continuous improvement. She reflects on her practice to focus and identify areas for ongoing development.

What steps need to be taken to improve provision further?

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

- ensure the recording of children's progress is effectively recorded for number and problem solving.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities regarding child protection issues and she has updated her knowledge through online safeguarding children training. She is careful to ensure children are only collected by authorised persons and she has an overview of who has parental responsibility. The childminder has effective risk assessment systems in place to ensure children are safe and secure in her home, outside and while on outings into the local

community. She has completed a range of risk assessments and records the actions she has taken to minimise possible hazards and includes each type of outing undertaken. The childminder has emergency evacuation procedure in place, linking with another registered childminder. She is active in developing children's understanding of how to keep themselves safe when playing in and out of the home.

The childminder provides a service that is inclusive for the children that attend and she ensures they get the support they need to make good progress in their development. Contracts are in place with parents to agree the care provided and parents receive information about the childminder's policies and procedures. The childminder is aware of the importance of communicating with other providers supporting children in order to promote children's development and well-being, however, no children currently attend other early years providers.

The childminder manages her time effectively and makes good use of space and resources to support children's learning and development. There is a good range of well organised resources and equipment that are age appropriate for the ages of children attending to promote their interest and enjoyment. Resources are stored to ensure children can freely access them to lead and direct their own play and learning. The childminder has established the principles of the Early Years Foundation Stage in her provision. There are mainly good systems in place to monitor and review children's learning progress. However, the recording of children's development in number and problem solving is not as effective as the other areas.

There are good systems in place to gather information from parents on children's interests and capabilities as a basis for planning for their progress towards the early learning goals. The childminder has built good relationships with parents and knows children's home lives and families well. This ensures children are happy and safe within a setting where the childminder meets their individual requirements effectively.

The childminder demonstrates a commitment to continuous improvement, she reflects on her practice to identify priorities for development and improve outcomes of children. The childminder has implemented systems for self-evaluation, and is keen to establish these further ensuring areas to develop are fully identified. The childminder attends training workshops to keep updated and further develop her knowledge and understanding of childcare.

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

Children are happy and settled in the childminder's welcoming home, where they enjoy a good balance of child-initiated and adult-led activities which provide challenge and enjoyment. The children are making good progress across the six areas of learning. Systems for gathering key information from parents are effective in establishing what children know, their likes and dislikes, daily routines and

things important to them at home. This information is used to help children settle and to plan for their individual needs and interests. The childminder plans a range of well-organised play activities which reflect individual children's interests and capabilities. As a result children are eager and motivated to learn new skills. The childminder makes formal observations and assessments of children's interests and progress in all six areas of learning; she identifies the possible next steps in their learning and development.

Children are beginning to show an understanding of the importance of a healthy lifestyle and they enjoy healthy nutritious meals and snacks. They have daily opportunities to engage in physical activities, both indoors and outside. Children have ample space to practice their physical skills in safety when they use the enclosed outside play area and go for walks in the local community. Overall, children's health, physical and dietary needs are effectively met. Children are secure and develop their confidence as they express their views and make their feelings known to the childminder. Children's good health and well-being is effectively promoted as the children learn good hygiene practices, washing their hands to prevent the spread of infection. The childminder supports children to become independent and develop their personal care skills, such as feeding themselves and using the bathroom.

The childminder ensures activities are suitable for the ages of the children attending and she adapts her interactions to ensure they are included and able to take part at their own level. They enjoy puppets, role play with the dolls and extending their vocabulary as they look at books. They are confident to sing and help with stories. Many creative activities are done to support their own and others festivals and celebrations, they make modelling dough and mark make in cornflower play. Knowledge and understanding of the world is supported through visits to the allotment to see how food is grown, they feed the birds and grow flowers.

The childminder is responsive to the younger children's shorter attention span and provides them with many different activities to keep them interested and engaged. She uses clear and consistent strategies to help children learn to share and take account of the needs of others. She provides simple explanations to help them develop their understanding of the possible consequences of their actions as they play games and take part in activities.

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	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	3
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	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

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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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