

Inspection report for early years provision

Unique reference number	EY363818
Inspection date	17/10/2011
Inspector	Melissa Patel
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 has been registered since 2007. She lives with her partner and teenage child. They live in a terraced house in Skipton, North Yorkshire, close to local amenities, such as schools, parks and Skipton town centre. The areas of the house used for childminding are the whole of the ground floor and the bathroom on the first floor. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years register, and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, of whom three may be in the early years age range. The childminder is currently caring for six children under eight years, of whom five are in the early years age range, cared for on a part-time basis. She has links with other early years provisions. The childminder supports children who use English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is effectively promoted, ensuring children are safe as they explore the environment indoors and outdoors. Children and babies experience a varied range of resources which promotes their learning well towards the early learning goals. Partnership with parents and with other provisions where children also attend work effectively in promoting children's overall welfare. Monitoring systems promote good ongoing continuous improvement overall, and therefore the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to contribute to their child's learning and development profiles.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role to safeguard children, for example, she has clear documentation to support her in protecting children and she knows what to do if concerned about a child. The record of risk assessments are effective in reducing any potential risks to children, inside, outdoors and on outings. The organisation of space and resources in the environment is successful in supporting children's learning and well-being. Equality and diversity is supported effectively. For example, the childminder understands the individuality of the children well to meet their needs, and there are resources and activities available to help children learn about the diversity in people positively.

The childminder supports the children she cares for effectively, through ongoing discussion with the parents regarding children's individual needs. For example, there is regular information shared regarding the children's individual routines. In addition, there is some useful information gathered before children start the provision to support their well-being, and this information is updated after six months to support children. Parents receive good information regarding what activities children participate in and how they are progressing, although, opportunities for parents to contribute to their child's learning and development profile is not yet fully maximised to further extend progress. Policies and procedures are readily available to parents and support children's welfare well. Partnerships with other settings where children also attend are working effectively to support children's learning, welfare and transition.

Systems in place for monitoring the provision are good overall. The childminder uses written evaluation to monitor the progress of her childminding provision, and she closely follows the Early Years Foundation Stage framework to ensure requirements are met well. This ensures that ongoing continuous improvement is good and, therefore, the outcomes for children are positive. The childminder has successfully met the recommendation raised at the last inspection by developing a good range of resources and an environment that promotes diversity positively. In addition, she has also developed effective systems for supporting children's learning and development in line with the Early Years Foundation framework. These improvements support children's learning and welfare effectively.

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

The environment is conducive to children's learning progress. This is because it is arranged so children and babies can select a range of good quality resources that are at low level, aiding choice and independence skills effectively. Children's and babies' understanding that print has meaning is emerging, and reinforced well, through the low-level arrangement of labelling within the environment, that they can handle and investigate.

Children and babies enjoy looking at books which are of good quality. Babies are learning to communicate well through activities, for example, they point to themselves in the mirror supported well by the childminder, who asks clear questions to help them respond successfully. Babies show a great interest in their surroundings, and according to their age and starting points, are competent at investigating equipment that helps them solve problems as they work out how the equipment is operated. Children and babies receive a good balance of indoor and outdoor play. For example, they receive lots of exercise going on walks, visiting parks and investigating equipment in the garden. For example, they can use sit-and-ride toys and balance on the round hopper toy. Children learn about the environment through growing and planting activities and they develop their knowledge about seasons through outings and using good quality resources indoors.

Children are cared for in a hygienic environment where they learn about important hygiene routines, such as hand washing, which is reinforced well through low-level pictures and labelling. Healthy eating is actively encouraged through enabling children to make healthy choices at meal times, and board games are also used to promote healthy eating. In addition the environment is full of carefully arranged posters to encourage healthy eating habits.

Children are developing a good overall knowledge about diverse communities and the wider world through using resources, such as books. Positive images of children from a range of backgrounds are displayed and good photographic evidence shows children enjoying dressing up in different cultural dress. This all helps children learn to value the differences in people well. Children's individuality is supported and valued effectively through displaying photographs of children who attend the provision. This also supports children's overall well-being. Children and babies behave safely as they explore the environment, responding well to the childminder through smiling and joining in activities. Children are learning well about keeping themselves safe, through indoor and outdoor routines. For example, they frequently practise the fire evacuation procedure, and they are involved in discussion about keeping themselves safe and what the boundaries in the provision are.

The observation systems in place are used effectively to help children develop further. For example, the information available demonstrates how children make good progress overall across the areas of learning according to their individual starting points. For example, children are extending skills with communication, counting, investigating the environment and equipment. In addition, they are developing confidence and social skills effectively.

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	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	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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