

Inspection report for early years provision

Unique reference number	EY425696
Inspection date	15/11/2011
Inspector	Christine Tipple
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 2011. She lives with her partner and six-year-old child in the town of Beverley. The childminder uses the whole of the ground floor and a bedroom and bathroom on the first floor for childminding. There is an enclosed rear garden available for outside play. The childminder is able to take and collect children from the local school and pre-school.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently eight children attending, of whom six are within the early years age group, all attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has a level 3 childcare qualification. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure with the childminder where their individual needs are fully supported in an inclusive environment. Children enjoy a good selection of resources and activities which enable them to make good progress in all areas of their learning. The childminder takes positive steps to ensure children's health and well-being is managed effectively. Good relationships are established with parents, and overall with other early years providers. The childminder has completed her self-evaluation of her practice which identifies areas for development including training needs.

What steps need to be taken to improve provision further?

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

- strengthen links with other early years providers where children attend in order to promote continuity and a shared approach to their ongoing development.

The effectiveness of leadership and management of the early years provision

The childminder is informed of her responsibility to protect the children in her care. She has attended recent safeguarding training and has the local and emergency contact details of the relevant agencies if she had concerns about a child. The comprehensive risk assessments cover all areas children come into contact with, both inside and outside. These, along with the childminder's well-presented policies, procedures and records, are regularly reviewed and monitored to support

the efficient management of her provision. The childminder has evaluated her practice and from this has implemented action plans to assess her ongoing development and training needs. Children have sufficient space to play and to access the variety of resources and equipment which support the children's various learning needs effectively. The childminder has some resources displayed on low shelves and children know what is available and can request additional resources and activities. The childminder encourages the children to be independent, to explore and develop their individual learning.

The childminder uses other provision in the community with the children to extend their social contact and access to other activities. The childminder supports the children to develop their understanding of the different traditions, such as the children making poppies for a national remembrance day and taking part in children's charity events. The childminder provides other activities with the children which reflect different countries and celebrations to raise their awareness of diversity within the community and the wider world. The childminder actively seeks support and advice from the local authority as part of her ongoing development. However, the partnership with other early years providers where children attend is not yet sufficiently established to provide a more shared approach to children's ongoing learning and development.

The relationships formed with parents are good. The childminder provides a comprehensive range of information to enable them to feel confident in the good level of care provided. The settling in of the children is managed with parents to ensure children's best interests are supported. The daily diaries and parents' weekend sheets promote a shared approach to the children's ongoing needs and interests. The learning journey files provide a good insight for parents of what their children do and the learning taking place. The childminder shares various ways to communicate, such as email and through the newsletter, to ensure they are kept well informed. The use of the parent questionnaires gives the childminder feedback which she takes forward through her evaluation to develop her childminding service. Parents are very complimentary on the care, they comment on how 'reliable and friendly' the childminder is and how much their children enjoy going to the setting.

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

The childminder is knowledgeable in her implementation of the Early Years Foundation Stage. She has individual learning journey files for the children which provide information and photographs of what they experience and enjoy, which link to the areas of learning and children's stages of development. Children's next steps are identified through the ongoing observations and assessments completed by the childminder. She monitors these through her planning to ensure their progress is ongoing and to provide the resources and activities which support their varied interests. The childminder promotes a positive role model for the children through her calm and caring approach. She encourages them through their play to use their manners and take turns. She is consistent with the children in what she

does to ensure they feel secure and comfortable. The childminder provides sticker charts which they all enjoy using as they decide when they feel they have done something positive, such as helping others or tidying up. This promotes a sense of pride and achievement which enhances their self-esteem.

The childminder is sensitive to children's needs and she talks with them to support and extend their language and communication skills. Children have access to books and stories and visit the library where they choose their own book to take away. There is a range of tools, such as pencils, crayons and brushes, to enable children to develop their pencil holding skills and start to recognise and formulate letters in their names through their mark making. Children use water play and have a range of different sized containers to pour and measure with. Children construct with bricks and build towers and enjoy different jigsaws. They use the shop game to match objects to the picture. Children become familiar with numbers at every opportunity, such as how many steps or through action songs. Children visit the local parent and toddler sessions; go for walks and feed the ducks. They make good use of the park where they access larger equipment as part of their physical activities. The children have various opportunities to dress up and use role play resources to develop their imagination. They enjoy a wide range of creative activities with various mediums, for example they paint, use crayons and make their own collages and models, which enhances their ideas of what they can create.

The childminder has detailed information, which is shared with parents, on the exclusion times for children when ill. Good hygiene practices are implemented by the childminder and with the children in their personal care to minimise cross infection. The childminder provides daily snacks and parents provide their children with a packed lunch. The snacks offer a selection of healthy choices, such as dried and fresh fruit, and children have water, milk and juice throughout the day. The childminder has good systems in place to manage safety with the children. They all take part in the fire evacuation procedure and there are regular checks on the smoke alarms. The childminder discusses with the children about keeping safe through their play, such as how they use the different resources. They also learn about where it is safe to cross the road, such as using the pelican or zebra crossing appropriately.

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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