

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Diane Turner
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.

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 has been registered since June 2011. She lives with her daughter who is eight-years-old in a semi-detached house in Drifffield in East Yorkshire. Most of the ground floor of the house and the bathroom on the first floor are used for childminding purposes. There is an enclosed garden for outdoor play to the rear of the premises. The house is within walking distance of local amenities, such as a leisure centre, schools and parks.

The childminder is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for children six under eight years at any one time, three of whom may be in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently six children on roll, three of whom are in the early years age group. They all currently attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming and child-friendly environment. They are offered a good range of interesting learning opportunities which support their developmental progress very successfully. Overall, partnership working with parents is good and communication is effective in most aspects. Children's safety is promoted to a good standard overall and suitable systems are in place to monitor the quality of the service to identify strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and details recorded in a fire logbook of any problems encountered and how they were resolved
- provide opportunities for parents to review their children's progress on a regular basis and to contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding children are good. Through attending training she has a sound understanding of her responsibilities in terms of child protection and she maintains a safe environment for children to play and learn. Well-thought-out policies and procedures are in place to show how the service operates, and emergency contact numbers for parents are kept readily to hand. The childminder undertakes weekly checks to ensure the smoke detectors

remain in working order and has devised an evacuation procedure for the home. However, this is not practised with the children on a regular basis to ensure they continue to know what to do in the event of a fire or an emergency.

The childminder offers children a good range of toys and resources to support their play and learning. These are easily accessible in the playroom, which enables them to make independent choices in their play. For example, they thoroughly enjoy choosing items, such as the musical keyboard which they use to explore a variety of sounds. The childminder has a clear vision of what it is she wants to achieve for her service and has started to evaluate the quality of what she offers. She has made some improvements since registration, such as attending training to enhance her knowledge of safeguarding children and food safety, and has started to identify areas she wants to develop in the future, for example, providing children with an area in the garden where they can grow their own produce to support their understanding of nature.

The childminder promotes equality and diversity very successfully. For example, prior to the children starting she gains valuable information about their individual needs and establishes how these can be met. She seeks additional advice from any other professionals involved in the children's care where necessary. The childminder is very proactive in helping children to learn about the diverse society in which they live. For example, she enables them to celebrate festivals from around the world and their own traditions through craft activities. The childminder understands the importance of working in partnership with other early years settings the children may also attend to promote a shared approach to their care and learning, and is beginning to develop links with the local pre-school and school nursery.

The childminder engages well with all parents. For example, She provides them with useful information when the placement begins, including copies of her core policies and procedures. Daily diaries and chats keep them well informed of their children's care routines on an ongoing basis. Recent questionnaires show that parents are very happy with the service they receive, stating, for example, that the childminder is friendly, reliable and very accommodating.

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

The childminder has a good understanding of the Early Years Foundation Stage and offers children good opportunities to learn in different ways. For example, the children are able to initiate their own play as they choose toys and resources that interest them, such as role play items, musical instruments and books. Alongside these activities, the childminder also enables the children to learn about topics, such as the seasons, through planned activities she leads herself. For example, during activities linked to Autumn, the children made pictures using grains of wheat, discussed how this is made into flour and made their own bread. The childminder interacts skilfully with the children as they play to support and extend their learning. For example, as the children explore the leaves they have collected, she encourages them to look closely at the different colours, shapes and sizes.

From this the childminder then enables the children to extend their learning further by encouraging them to pretend to be trees blowing in the wind accompanied by musical instruments.

The childminder has effective systems in place to track children's progress. She maintains a learning journey for each one, which includes written observations and photographs of their responses to the activities. From these the childminder accurately identifies and plans activities to support the children's next steps. However, she does not share the children's learning journey with their parents on a regular basis which means they are not fully informed about their children's progress or given the opportunity to contribute to the process.

The children clearly feel very safe in the childminder's care. They know what is expected of them and are actively encouraged to make a positive contribution to the setting and to develop their independence. As a result, the children behave extremely well and demonstrate high levels of self-esteem. For example, they independently clean the table before snack, use a wipe to clean their own hands and cut up their own banana. In return the childminder acknowledges their efforts with lots of praise. The childminder provides the children with valuable opportunities to extend their learning in the local environment. For example, they visit the local shops to choose fruit for their snack, attend activities at the Children's Centre and visit parks and a soft play provision. They have daily opportunities to benefit from fresh air and, through activities, such as washing the dolls, they learn about following good hygiene routines. The childminder supports the children well in learning to follow safe and responsible practices. For example, she reminds them not to run indoors as they may slip and fall and during role play she encourages them to be careful as they use the toy cooker by pretending it is hot.

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	3

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	3
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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