

Inspection report for early years provision

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Inspection date 30/06/2010
Inspector Vivienne Dempsey

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 1992. She lives with her partner, adult son and younger son aged 16 years. They live in a house in the Richmond area of North Yorkshire. Children use the whole of the house for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom not more than three may be in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She occasionally works with her partner who is her assistant; together they may care for additional children. At present there are six children on roll aged from one year to 11 years old, all of whom are cared for on a part-time basis. There are four children who are in the early years age range. The childminder is a member of the National Childminding Association and she is a member of the local childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder and her assistant provide an extremely warm and welcoming environment for all children and their families. She knows children very well and a wide range of information is collected from parents; this enables the childminder to meet the individual needs of all children exceptionally well. The childminder involves parents and children in the self-evaluation process. She uses the Ofsted self-evaluation tool to assess the strengths and weaknesses of the provision she provides. Plans for the future are clearly targeted to ensure continuous improvement, which promotes outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further systems to fully support children's transitions beyond the setting.

The effectiveness of leadership and management of the early years provision

The childminder has exceptional procedures in place to gather and record relevant information required in order to meet children's individual needs, such as children's details and medical needs. She demonstrates a very good understanding of the signs and symptoms of abuse and who to contact if she has a concern about a child. The childminder holds public liability insurance, keeps an up-to-date record

of children's attendance and clearly displays her certificate of registration. This helps to protect children's welfare. The childminder has completed a relevant first-aid course, and consent to obtain emergency medical advice or treatment is in place. This enables the childminder to react quickly in the event of an accident, which protects children's welfare very well. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, children confidently talk about why they need to apply sun screen and wear hats before playing in the garden.

Parents are highly valued, and effective communication links mean there is a two-way flow of information, knowledge and expertise between parents and the childminder. For example, the childminder consistently provides parents with information regarding their child's progress and also provides information of activities parents can do at home to complement learning at the setting. Parents are 'extremely pleased' with the care their children receive and describe the childminder as 'outstanding' and 'professional'. They value the 'stimulating learning environment', which the childminder provides, and how well she adapts resources and activities to meet their children's learning needs. The childminder is highly committed to working in partnership with other providers, agencies and occasionally with her assistant, to ensure all children get the support they need. For example, very good links have been developed with other agencies to support children's individual needs, which ensures they are fully included in the setting. Although very good systems are in place to work with other providers to support children's learning and development, these have not been fully developed to support transitions beyond the setting.

The childminder is highly motivated and committed to continuous improvement. This committed approach is evident by its impact on the children. For example, a wide range of stimulating and motivating learning opportunities are available for all children, which meet their interests and stages of development. She works closely with parents, children, other childminders and local authority advisors to develop her extremely good practice and promote outcomes for all children and their families.

The childminder has an exceptional knowledge of each child's needs and backgrounds. She works closely with all parents to ensure all children are fully integrated at the setting. She attends regular training to update her knowledge and skills, and effectively helps children to learn about and understand the society in which they live. For example, a wide range of resources and activities are available and children enjoy celebrating a wide range of festivals. This helps to promote children's understanding of differences. Children make very good progress in relation to their starting points. High-quality equipment and resources are available; these are suitable for all ages of children and support their learning and development extremely well. The environment is conducive to learning and safe, and children clearly benefit and thrive as a result of the childminder's care and organisation.

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

Children thoroughly enjoy their time with the childminder and are observed to be extremely secure and relaxed in her company. The childminder has a very pleasant manner, a caring approach and a genuine interest in all children do, which helps them to become confident and get on extremely well together. Children's behaviour is excellent and pre-school children show concern for their younger friends, this is promoted very well by the childminder, who provides lots of positive praise and encouragement. The childminder supports children's play highly effectively. She introduces challenges, questions them and suggests new ideas, all of which help children progress quickly in their learning. The childminder has an extremely good knowledge of the six areas of learning and provides a stimulating range of experiences for the children daily. Close observations of children's play and development leads to planning for their future learning so that learning is progressive, subsequently, children make very good progress towards the early learning goals. Children's progress is recorded in their development files, which are shared with parents. Daily diaries are also provided for parents to keep them regularly informed of their child's progress, care and learning.

Children experience a good balance of self-chosen play and adult-led activities. Children are motivated to learn and enjoy playing in the sand and water. This helps them to learn about the properties of sand and water. The childminder provides opportunities for children to learn about living things, such as tadpoles in the garden. Children confidently talk about the features of the tadpoles, how they lose their tails and gain legs to grow into a frog. This encourages children to examine change over time, developing their knowledge and understanding of the world around them. Children show a great interest in everyday technology. They confidently use child-friendly cameras, taking pictures of each other, the childminder and her assistant.

The childminder provides a very clean and extremely secure environment, where children can move around confidently and safely. Children benefit from being outside in the fresh air frequently and enjoy growing a range of plants in the garden and exploring for mini-beasts. They visit local playgroups where they have good opportunities to move freely with pleasure and confidence in a range of ways. The childminder has very good systems in place to help children understand and adopt healthy habits, such as good hygiene practices. For example, all children have their own towels and confidently follow good personal hygiene routines.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met