

Inspection report for early years provision

Unique reference number	321396
Inspection date	29/03/2011
Inspector	Jackie Phillips

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 registered in 2000. She lives with her husband and two children aged 12 and 15 years in the Clifton Moor area of York. The whole of the ground floor of the property is used for childminding and, in addition, a bathroom and bedroom on the first floor. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community.

The childminder may care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range, including one child under one. Numbers of children may be increased when the childminder works with an assistant. Currently, there are eleven children on roll. Of these six are within the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She is also a member of the Clifton Early Years Partnership and the North York childminding group. She is an accredited childminder so is able to accept grant funding for three- and four-year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Outcomes for children are outstanding and all major aspects of the provision are excellent. Highly effective partnerships exist between parents, partners and other agencies which offer children consistency in their learning and experiences. The childminder is extremely well organised. She has a strong commitment and drive to bring about sustainable improvements to her provision.

What steps need to be taken to improve provision further?

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

- consider improving the setting's range of written policies and procedures by identifying a date for review to ensure continued effectiveness.

The effectiveness of leadership and management of the early years provision

The childminder is very aware of her responsibility to protect children from harm. She assesses potential risk for children methodically inside and outside the setting. This includes outings and events organised at other establishments. The

childminder has attended appropriate training to support her secure knowledge and understanding of safeguarding issues. If concerns are raised about children's welfare or well-being she understands the required action to take. A welcoming, homely, inclusive environment is provided for children. The childminder develops a genuine bond with children which helps them feel safe and secure. She has put in place a comprehensive range of well-written policies and procedures pertinent to the smooth operation and management of the setting. These are shared effectively with parents. The majority, but not all, are regularly reviewed to ensure they remain appropriate and effective.

The extensive range of toys, equipment and resources keep children interested and successfully support their learning and development. The majority are very easily accessible which aids their independence, choice and decision-making skills. An attractive and well-presented catalogue, displaying the range of toys and equipment, is provided for children to use to make their selections if some resources are not readily available. There is an excellent balance of activities that are initiated by children or led by the childminder. She organises a stimulating programme of events. This includes exciting trips and outings to places of interest and attendance at a wide range of interesting activity groups. This helps children learn in different ways and maximises learning potential. Children clearly benefit and thrive as a result of the setting they are in. For example, the interesting outdoor environment is as conducive to learning as indoors so children benefit from continuous play provision and time spent in the fresh air.

Frequent observation and assessment of children's progress takes place supported by photographic evidence. Clear plans for future learning targets exist. The childminder uses what she knows about each child's starting points and capabilities skilfully to plan and prepare for the next stage in their learning. She has expert knowledge of the learning and development requirements of children and uses a varied range of methods to help them achieve. For instance, she recognises their individual interests and talents, and plans a range of meaningful activities around a theme or topic. She works in very close partnership with parents and other providers involved in children's early learning. There are strong working relationships with parents and others delivering the Early Years Foundation Stage. This contributes effectively to improvements in children's achievements, well-being and development.

The childminder is very proactive at finding ways to help her develop her provision. For example, through attending training and sourcing the opinions of parents and children regarding the service she provides. In conjunction with other childminders and childcare professionals she accesses relevant information by subscribing to recognised early years magazines. She has clear plans for the future that will bring about further improvements to the provision and outcomes for children. For example, she involves herself in programmes and initiatives aimed at supporting children's learning, such as a local project to initiate a forest school and engaging in academic training at a higher level.

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

Children are very confident within the setting and are comfortable when visitors are present. They make their needs known independently, ask many questions and make requests. They are helped to understand about keeping healthy and take some responsibility for their personal safety. For example, they explain confidently that the purpose of handwashing is to get rid of germs and when out in the community they understand safe places to stand and wait. For instance, on the triangle or bobby bit. This demonstrates that they are familiar with effective routines within the day that help their growing awareness of personal hygiene and road safety rules. They understand that they must behave sensibly and listen to the childminder when out on walks. A menu is displayed in the kitchen where all children sit down at the dining table to enjoy their meals. This helps parents avoid repetition of meals and provides a key point for discussion, especially with older children. The childminder uses her experience of children's mealtimes and food requirements to help her improve their eating habits and willingness to try a wide variety of food. Special diets are competently catered for.

The daily routine includes many opportunities for children to get out and about within their local community. For example, there are routine transfers between the setting, schools and playgroups and children regularly visit the library and park. They frequently attend organised groups and play with children cared for by other childminders. This helps them to socialise, benefit from experiences and resources available within the area and become familiar with their local community. Some children demonstrate very high levels of sustained concentration. For example, when playing imaginatively with the action heroes or using tools provided to use with the play dough. Babies are curious about their surroundings and investigate with confidence. The more able children have their individual learning needs met very well. For instance, by being provided with opportunities for them to be stimulated, challenged and actively engaged in their learning.

There are many toys which require action by the child to make it work and which help them become familiar with everyday technology. For example they use cameras, electronic toys and a computer. Children are able to share their ideas to solve problems, such as suggesting the use of tape to fix a toy. They are provided with spontaneous opportunities to practise counting. For example, when using stacking toys they count forwards and backwards. Children experiment and investigate using a varied range of art and craft materials. They develop secure language and vocabulary skills as they take part in lively discussions with the childminder. She provides them with a wonderful varied range of resources to help them identify individual letters and sounds. Some resources they use are home made as a result of a specific learning need identified by the childminder. Many activities are planned which raise children's awareness of cultural diversity. For example, children have celebrated Hanukah and Divali. Overall, children make rapid gains in their learning. They are very well equipped with the skills they require to continue to make significant progress.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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