

Inspection report for early years provision

Unique reference number	EY414116
Inspection date	15/03/2011
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 2010. She lives with her husband and two children aged five and seven years of age in the Holgate area on the outskirts of York. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, three of whom may be in the early years age range, including one child under one. Currently there are three children on roll, two of whom are within the early years age group.

The whole of the ground floor of the property is used for childminding along with a bathroom and a 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 family have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and display a strong sense of belonging and security. Partnership working, particularly with parents, makes a positive contribution to children's achievements and development. The childminder has yet to fully reflect on her practice and plan more effectively for future improvement to her provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to secure improvement of the provision.

The effectiveness of leadership and management of the early years provision

The childminder provides a clean, comfortable and well-organised setting for children. This helps them to feel happy, safe and secure. She is aware of her responsibility to protect children from harm and has completed appropriate training to support her secure knowledge. She is aware of the action to take if concerns are raised about a child's welfare or well-being. She recognises the importance of sharing her concerns with the relevant agency and has contact details and written national guidance in place for referral if required. The childminder has conducted risk assessments of her provision, identifying potential hazards for children, inside and outdoors. This includes making sure that the care of the family's pet dog is a high priority so as not to impact on the health and well-being of children.

Equipment and resources provided for children are very well organised and attractively presented. The majority are easily accessible, providing lots of

opportunity for children to make independent choices and decisions. There is a good balance of activities that children can choose themselves or those led by the childminder. This helps children learn in different ways, including learning about diversity and other cultures. The outdoor environment currently lacks impact towards fully exploiting learning potential in the garden of the setting. The childminder organises each day effectively to make sure that children enjoy and benefit from their time at the setting. She uses information gained from observing and assessing children to plan to meet their individual learning needs. She is aware of their individual interests and how she can use this to draw children's attention to events and experiences to extend learning potential.

The childminder meets regularly with other childminders to keep abreast of information. This also allows children to socialise with other children and adults. She recognises the importance of working in partnership with parents and others delivering the Early Years Foundation Stage. She has limited opportunities currently to fully develop effective working relationships with partners to support children's continuity of care and learning. The childminder keeps parents well informed and has a positive approach to work closely with them to support their children and help them make progress. The childminder's self-evaluation is informal and she plans to attend training to drive further improvement and improve outcomes for children.

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

Children display a sense of belonging and confidence. For example, they know where to find the toys and resources they want and do so independently. They are well supported to understand how to keep themselves safe. For example, they are involved in practising the evacuation of the setting and know what to do to in an emergency. Babies and young children are strapped securely into their highchairs and are provided with good supervision when having their meals. The childminder makes sure she provides eye-to-eye contact when feeding young children, helping them feel safe and secure. Children learn different aspects of adopting a healthy lifestyle by, for example, participating in walks within the local area and through effective personal hygiene routines. They are provided with meals and snacks that offer healthy options and meet individual dietary requirements.

The variety of activities and resources includes those that help children to understand the multicultural society in which we live. Toys are sourced in many ways, including those that are borrowed, shared, exchanged or purchased from new. As children attend different groups within the local area, they benefit from experiencing a wide selection of resources and engaging in different activities alongside other children. Those observed at the setting on the day of the inspection play very well together despite a variance of age range. Their behaviour is very good because they are interested in their surroundings, active and well occupied. Children enjoy being creative and take part in art and craft activities that involve a variety of methods and techniques, such as using rollers to paint with.

There is some equipment available that helps to raise children's understanding of

everyday information and communication technology, for example, hand-held computers and those that require action by the child to make it work. All children have equal access to all of the toys. Spontaneous events are used to help children understand simple number operations, such as counting hands as they are being washed. Overall, children are well equipped in skills they require in order to make progress in their learning.

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	3
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

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