

Inspection report for early years provision

Unique reference number	EY315240
Inspection date	30/04/2009
Inspector	Carolyn Gifford
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and three children aged 12 years, 11 years and six years old at Wheatley in Doncaster. The areas of the premises available for childminding include a playroom, dining room, kitchen, hallway and first floor bathroom. The premises are accessible via a level path and two steps to the front door. There is a fully enclosed garden for outside play. The family has a bearded dragon lizard and a tank of tropical fish.

Local schools, play areas and shops are within walking distance.

The childminder is registered to care for a maximum of five children under eight years old at any one time. There are currently 11 children on roll, three of whom are in the early years age group. Children attend for varying days and times.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. She is a member of the National Childminding Association. The childminder works in partnership with other settings providing the Early Years Foundation Stage (EYFS).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder recognises the uniqueness of each child and provides very well to meet their individual needs. She offers a fully inclusive service to children and families, ensuring that no child is disadvantaged due to ability, background or culture. The childminder uses sensitive observations of children to inform her planning, which contributes to children making good progress in all areas of their learning and development. However, the childminder does acknowledge, via self evaluation, the need to further develop her knowledge and understanding of the EYFS to ensure continuous improvement. The childminder has addressed the recommendations made at the last inspection, which has had a positive impact on the quality of the childcare service overall. For example, she now has systems in place to record existing injuries and includes the procedure to follow if allegations were made against her or a member of her family, in the safeguarding policy. There is also now a varied range of resources that promote positive images in all areas of equal opportunity.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage framework
- ensure that hazardous substances are stored out of reach of children.

The leadership and management of the early years provision

The childminder has a very good knowledge and understanding of her role and responsibilities with regard to safeguarding children and knows the procedure to follow if she has concerns about children in her care. Children's safety and welfare are given high priority by the childminder and she takes effective measures to maintain a safe and secure environment where children can play and explore. Although some cleaning substances are stored in a low level cupboard in the kitchen, the childminder always supervises children when in this area, which they only access as a route through to the rear garden. The childminder does, however, acknowledge the need to store these hazardous substances completely out of reach of children to fully ensure their continued safety.

The childminder establishes strong relationships with parents and with other settings providing the EYFS and there are effective systems in place for sharing information. This contributes to children receiving continuity of care and ensures that all involved with individual children's learning and development are fully informed about their progress.

Written records, policies and procedures contribute to the effective management of the setting to promote children's welfare, learning and development. Self evaluation systems are used very well by the childminder, enabling her to reflect on practice and identify areas for improvement, for example, to improve the effectiveness of observations, assessments and planning.

The quality and standards of the early years provision

The childminder's knowledge of the learning and development requirements is good. She ensures that all children have an enjoyable and challenging experience across all areas of learning, and take part in activities that are well matched to their individual needs. The childminder plans activities to stimulate children's interests and is very flexible in her approach as she also takes advantage of individual children's spontaneous curiosity. For example, when children observe blossom falling from a tree in garden, they make comparisons and use descriptive language well, saying it looks like snow but is a different colour. The childminder talks to the children about what they observe and effectively links with activities to consolidate their learning.

Resources and equipment are organised well so that children can easily access toys and make choices about their play. Children have the opportunity to participate in a varied range of activities and have daily opportunity for physical exercise, both indoors and out. The childminder provides planned, purposeful play and exploration, with a good balance between adult led and child initiated activities.

The childminder talks to children about the importance of developing a healthy lifestyle and promotes this by offering healthy food choices. She meets children's individual dietary needs very well as their needs are discussed with their parents

and all relevant information and detail is recorded. Children and their families are given a warm welcome at the setting and the childminder offers a fully inclusive service. She knows the children well and builds trusting relationships with them, which contributes to children being happy and settled in her care. Their attempts and achievements are valued, which effectively contributes to children feeling good about themselves and gives them the confidence to try new challenges.

Behaviour is good and the childminder liaises closely with parents and uses appropriate strategies to manage challenging behaviour. She interacts very well with the children and knows when to intervene to offer support and guidance. Her effective use of praise and encouragement helps children to develop a positive self-esteem and to learn right from wrong in a caring and supportive environment. The childminder helps children to learn how to keep themselves safe as she discusses road safety when on routine outings and links this into activities.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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