

Inspection report for early years provision

Unique reference number	302795
Inspection date	09/03/2010
Inspector	June Rice
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 was registered in 1999. She lives with her husband and two children aged 13 and 16, in Wombwell, near Barnsley, close to shops, parks, schools and public transport links. The children access the whole of the ground floor, bathroom facilities on the first floor and basement play room. There is a fully enclosed area for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five to 11, and is registered to provide overnight care for two children in the early years range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the register. The childminder is a member of the National Childminding Association and the local sponsored network, and is in receipt of nursery education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely confident in her abilities and the standard of care she provides. She demonstrates an exceedingly positive attitude towards continued improvement; her standards are consistently high, she remains highly motivated and continues to attend training which enhances all aspects of her provision. The childminder takes robust steps to evaluate her provision and includes parents and children in the process. She correctly identifies her strengths and has improved some aspects of her provision since completing her evaluation. The childminder works exceedingly well with parents and others, giving utmost priority to the children's welfare, learning, and enjoyment. This ensures that the children continue to make outstanding progress in an environment in which they feel safe and secure.

What steps need to be taken to improve provision further?

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

- improving the opportunities for the children to move freely between the inside and outside environment
- keeping a record of the information used to assess staff suitability, which should include unique numbers of CRB disclosures.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard the children. She demonstrates an excellent knowledge and understanding of child protection and the procedures to follow. The childminder ensures appropriate suitability checks are in place, records visitors and has clear policies in place in the event of lost or uncollected children and safeguarding, which are reviewed regularly. However, she has not recorded the details of all checks completed for adults who work with children. The childminder continues to attend training which enhances all aspects of her provision; for example, meeting children's diverse needs, start to play, childhood obesity, baby sign language, empathy dolls and story sacks, as well as obtaining an National Vocational Qualification at a level 4 in children's care, learning and development. The childminder has a clear understanding of how well her setting works, and knows her setting well. She is adept at using reflective practice and includes children and parents in the self-assessment process to ensure that their needs are met effectively as individuals. The childminder has developed robust and innovative systems to ensure she liaises very effectively with parents, other professionals and providers of early years to ensure children continue to make the best progress they can. For example, parents are provided with photographs of their children's achievements and activities they participate in through their personal compact disc, and if parents give written permission they have an additional opportunity to view what their children are doing with the aid of an overhead projector. Parents are presented with home books for babies, and newsletters, and have access to a notice board displaying useful information. Inclusive practice is promoted very effectively through an environment that reflects the wider world and the children's own communities through photographs, books, posters and role-play equipment and activities. Following previous recommendations she has included the regulators contact details in her documentation and improved the environment to include labels, displays, books and posters to promote the understanding that print carries meaning, she has also extended opportunities for mark making.

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

The environment is conducive to the children learning through play and encourages them to follow their own interests while providing alternatives through a wide range of resources and activities they find interesting and motivating. The children are able to independently select most resources but due to storage limitations, some resources are stored in a combination of storage boxes and drawers; the childminder has introduced a photographic guide to help children make decisions about what resources they wish to use. The children are familiar with the system and were observed making choices and requesting resources without hesitation. Lots of children's work and photographs are prominently displayed which help children develop good self-esteem and demonstrates the wide range of activities children participate in. For example, a large display shows their visit to a farm which includes photographs of children looking at pigs, animal

faces made out of paper plates and story books with popular stories about pigs. The outside play area is used very effectively alongside the regular use of parks, nature walks, museums, farms, and drop in centres, which encourage children to be physically active as they benefit from lots of fresh air and learn about their wider environment. However, the children are unable to move freely between the indoor and outdoor environment.

The childminder has robust procedures that ensure she knows what children can do on entry. She has developed strong relationships with other professionals, such as, teachers, development workers, health visitors and social workers to ensure she continues to meet each child's individual needs effectively. The children are helped to develop skills that will contribute to their future economic well-being. They are encouraged to be active learners, be creative and to think, which helps them continue to achieve. The childminder has an excellent understanding of how children learn, and is knowledgeable about the abilities of the children she cares for. This enables her to provide appropriate challenges that give children confidence in their abilities and helps them to succeed. The childminder uses excellent prompts, encourages the children's imagination and uses open ended questions. The childminder maintains an excellent record of each child's progress which clearly links to the Early Years Foundation Stage. Observations and assessments are used very effectively to identify the children's starting points, their next steps and capabilities. Additionally, planning takes account of what children are learning at other settings and the childminder ensures that they have the opportunity to continue their learning by introducing the same themes into her setting as long as they remain motivated and interested.

The children are asked if they wish to paint and the childminder shows them what other children have done. They are supplied a selection of paints and brushes, and the childminder explains the difference between, finger paint and pallet paint. The children select finger paints and experiment with a wide range of brushes, adding water to the paint. They become engrossed and thoroughly enjoy creating a card and talk about taking it home. While creating their piece of art, the childminder interacts well with them; she skilfully introduces colours and numbers and encourages them to count. The children move onto using other mark-making equipment, and select a large piece of chalk, but they prefer the paints and select a sponge brush and exclaim 'oh my' as they look at the different mark it makes. Younger children become tired, and their personal needs are acknowledged as the childminder nurses them for a short period before laying them down. Older children show care and concern, and ask the childminder if the younger children are getting too hot and the childminder takes time to explain they like to hold their blanket when they are resting. After a short rest they decide to join the other children, and take an interest in what they are doing. The childminder encourages their interest and shows them how to use a roller to make patterns.

The children are very well behaved and use polite language. They enjoy attending the setting and are relaxed in their environment. They are happy to help each other, they share and take turns. The children use craft activities to look at how different countries celebrate special days; for example, they make dragons, flags and lanterns for Chinese New Year, and look at the meaning of the year of the Rat and Monkey. Books are used to introduce them to different faiths, celebrations and

cultures. The children have access to multicultural dolls and dressing up clothes from around the world. The children are learning self-help skills and put their shoes and coat on before going outside. The children take an interest in the outside environment and freely select from a good range of resources, which include equipment to promote physical activity, a sand pit, water tray and construction pieces. The environment has letters and numbers displayed at the children's level, there are borders where children plant and grow, and a display cabinet that shows their work based on a winter theme. A second display cabinet is dedicated to their growing activity and contains useful information for parents and children about how they plant and grow their seeds and potatoes. The children initiate a game of ten pin bowling, carefully line the pins and throw the balls cheering at their success. They move onto construction and build a tower, turn to talk to the toddlers and select a push-along toy, gently pushing it towards them; toddlers happily accept this and take hold of the equipment. The children join in a popular game which helps to develop their hand-eye coordination. When the game stops, the children are encouraged to look at how it works. They examine the toy and switch it on, they say 'get ready' and stand waiting with anticipation. They hold the nets out carefully and catch the butterflies, and when the butterflies get stuck they gently touch the tube to make them move. The childminder extends their learning and encourages them to feel the air coming out of the tube, she asks them what it feels like, the children smile and reply 'it's cold.' The children listen to a story, they are excited by the childminder's reading, and become fully involved, repeating familiar phrases and sounds when prompted.

The children are helped to stay safe through the actions the childminder takes to manage or eliminate risks; for example, she has arranged late collection at school due to the hazards around road safety. The childminder teaches children about keeping safe through their daily routine, activities and discussion. She reminds children to be careful as they move around, and explains she is putting resources away so no-one can hurt themselves. They are reminded to be careful around younger children who are not as mobile, are included in emergency evacuation practices, learn how to cross roads safely and listen to stories about stranger danger, bullying and saying no. Good health and well-being is promoted, and steps are taken to prevent the spread of infection. For example, robust nappy changing procedures are implemented effectively, parents are informed when children are poorly, and if they are infectious they are excluded in order to protect others. The children enjoy healthy snacks and parents provide a packed lunch.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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