

Inspection report for early years provision

Unique reference number	317779
Inspection date	16/03/2010
Inspector	Paula Fretwell
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2000. She lives with her daughter aged 12 years in Edenthorpe, near Doncaster. The whole of the ground floor, excluding the conservatory, plus toilet facilities and one bedroom on the first floor of the premises are used for childminding. There is a secure garden available for outside play, but this is currently not suitable for use.

The childminder is registered to provide care for a maximum of five children under eight years and is currently minding four children in the early years age group. The childminder is registered on the Early Years Register and on both parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a friendly, welcoming environment in which they are safe and secure. The childminder has an awareness of the Early Years Foundation Stage framework and suitably promotes most aspects of the children's welfare, learning and development through experience and established practices. Partnerships with parents mostly enables the children's needs to be met through effective daily communication. The childminder understands the need to link with others to enhance the quality of the children's learning and development where appropriate. Some systems for evaluating the quality of the provision are in place, and documentation is very well maintained and organised. The provider has fully addressed the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop ways to evaluate the quality of the provision for children's welfare, learning and development in the Early Years Foundation Stage, for example by using the framework and guidance and by seeking the views of parents and children
- obtain more detailed information from parents about children's starting points and capabilities in order to effectively meet children's individual needs
- consider the organisation of space and resources, to effectively meet the needs of individual children and to ensure all children feel included and involved
- develop children's understanding of how to lead a healthy lifestyle, for example, how they understand and adopt healthy habits such as effective handwashing and discussion about their personal hygiene needs.

The effectiveness of leadership and management of the early years provision

The children are safeguarded because the childminder understands her responsibility to protect them from abuse, she has a clearly written policy and procedure to follow in the event of a concern or an allegation. Risk assessments clearly detail any perceived hazards and the childminder reminds children how to keep themselves safe through simple discussion appropriate for their understanding. For example, she asks them to 'hold on tight' when using the climbing equipment and talks to them about not opening drawers and cupboards in the dining kitchen. The children are supervised so that they play safely. The childminder maintains children's security through ensuring doors are locked and there are clear procedures to ensure that no unauthorised persons may collect the children.

The childminder works very hard to manage the demands of the ages and numbers of children in the setting. She is aware of the need to promote equality and diversity, although practice is not always consistent to ensure that each child's individual needs are fully met. For example, limited information is obtained from parents about children's individual cultural needs, starting points and capabilities for the childminder to build upon in the setting. A suitable range of good quality resources and equipment is in place, although these are not always effectively used to promote equality and ensure children feel involved and included. For example, the childminder sometimes uses the large travel cot in the lounge to contain younger children whilst others are playing and so this prevents them from being fully included in the group. Toys are rotated frequently to maintain the children's interest although these are not always effectively presented for children to benefit. For example, too many toys on the floor at times restricts children's space and opportunities to play purposefully as they cannot always find what they need to extend their ideas.

Required documentation is up-to-date and very well organised. The childminder is aware of the need to evaluate her practice, although systems for this are not yet fully established to accurately identify strengths and areas to improve. The childminder provides flexible care to support families in their role of caring for their children and parents express that they are happy with the service they receive. Information is shared regularly within children's individual daily books and parents are welcome to look at their children's records at any time. The daily books contain key information as well as lovely examples, photographs and observations of the children's experiences in the setting to share with parents and carers. The childminder is aware of her responsibility to develop links with other settings that children in the Early Years Foundation Stage attend, to enhance the opportunities for children, although this is not yet applicable to the children currently on roll. The childminder is committed to improving her knowledge to enhance the outcomes for children and she has identified plans for training in the future.

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

The childminder has a basic knowledge of the learning and development requirements within the Early Years Foundation Stage framework, and although she does not refer to this frequently, she clearly explains how to extend children's welfare, learning, and development through everyday activities. She offers suitable experiences appropriate for the children's development across all areas of learning and the children make sound progress. The children are mostly happy and settled in the childminder's care and they confidently enter the setting. The childminder is very friendly when engaging with the children, offering plenty of conversation and asks open questions to help them develop their language and thinking skills. The childminder encourages children to share and play well together, helping them to develop their skills for the future. For example, they talk about taking turns to push the toy lawnmower and to use the sand toys, the childminder explains to older children that younger ones would like to have a turn. The children are learning about the world around them as they talk about the weather and look at the aeroplanes passing in the sky. The childminder responds well to their curiosity, such as, when a vehicle goes past in the street they talk about this together. The children enjoy short walks in the local area, such as, to the play park and to attend local groups where appropriate. The childminder knows each child's play preferences and she provides suitable activities to appeal to their individual interests. For example, she explains how children like animals and so she offers small world provisions and books to support this. The children are encouraged to count in play and everyday activities, they use size language when making sand pies or putting shoes on. The children enjoy accessing outdoor toys suitable for their development and the childminder encourages their independence.

The children's health is adequately promoted. The children enjoy plenty of fresh air and outdoor experiences in the childminder's front garden. Hands are wiped using wet wipes before children eat their food but little attention is given to developing children's understanding of personal hygiene to keep themselves healthy. For example, no discussion takes place about children's hygiene needs when nappy changing or using the potty. Food is prepared taking into account the individual dietary needs and preferences of each child. The childminder ensures a healthy, nutritious balance of foods and gives children simple choices of what they would like to eat. For example, they choose yogurt at snack time, which they thoroughly enjoy. They are encouraged to eat healthily by using a sticker chart and the childminder encourages them to try new tastes, giving lots of praise and encouragement. Drinks are always available so that children do not become thirsty. The children are encouraged to feel safe within a secure routine which they know. The childminder observes children's cues, such as when they feel tired and they show they feel safe by approaching the childminder to make their needs known. She responds promptly by helping them settle for sleep or offering their personal comforters or cuddles.

The childminder understands how to use positive strategies to manage the children's behaviour, dependant upon their level of understanding. Plenty of praise and encouragement is given to children so that they feel good about themselves.

When managing unwanted behaviour, the childminder gives simple explanations to help children to understand the feelings of others. The childminder discusses managing the children's behaviour with their parents and they work together to give a consistent approach to the children.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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