

Inspection report for early years provision

Unique reference number	EY420381
Inspection date	29/07/2011
Inspector	Angie Ellis
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2010. She lives with her husband in the Coinsbrough area of Doncaster. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the early years age group, one of whom attends on a part-time basis. The childminder also offers care to children aged over five years to nine years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities. The childminder has completed the required childminding training and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a friendly, welcoming environment with a good range of stimulating activities that are available to all children, therefore promoting inclusive practice. This enables all children to make good progress in all aspects of their learning and development. She has an effective knowledge of each child's needs, and ensures that she promotes all children's welfare and learning well. The childminder has developed successful relationships with the parents and she understands the importance of working with others involved in children's learning and care. There is a generally a good self-evaluation system in place to reflect on and evaluate practice, which contributes to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to lead and encourage a culture of reflective practice, self-evaluation and informed discussion, to identify strengths and priorities for development that will further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. This is because she has up-to-date knowledge since attending recent safeguarding training. All of the records required for safeguarding and promoting children's welfare are maintained well. Risk assessments clearly identify

all aspects of the environment that need to be checked on a regular basis. This includes effective risk assessments for each type of outing.

The childminder has made an enthusiastic start to her childminding career and demonstrates a good commitment to continued professional development. For example, she regularly attends relevant childcare courses, reads relevant publications, has links with the local Sure Start childrens centre and other childminders to keep up-to-date with current practice. The system of self-evaluation is generally effective. The childminder verbally described how she evaluates what her priorities for improvement are, in relation to the extent to which children achieve and enjoy their learning. However, she does not sufficiently evaluate what her priorities for improvements are within some of the other outcomes. The childminder expresses effective ambition, vision and drive to develop the service further. For example, she is going to review how she records the assessments of children's progress and attend further training to further raise the quality of her service. The effectiveness with which the childminder deploys resources is good because she uses space imaginatively. Furniture, equipment and resources are of a good quality and appropriate for the ages of children to support their learning and development. The home is safe and conducive to learning, and children clearly thrive as a result. The childminder has effective steps in place to ensure resources and the environment are sustainable. For example, children recycle waste and water the vegetables that they have planted in the garden.

Successful relationships have been developed with parents and children, which contributes to inclusion, meeting children's needs consistently and providing continuity of care. The childminder meets the individual needs of children well irrespective of background or ability. Communication between the childminder and the parents is very good. The childminder has devised a comprehensive range of policies and procedures that inform parents well about the service she provides. Parents are given information on how to extend their children's learning at home. Their views are frequently sought and their feedback is highly valued and acted upon. When children start, the childminder obtains information from parents and observes the children to find out what they know, what they can do and enjoy. This identifies children's starting points and forms the basis for effective ongoing assessment which parents contribute to. Parents praise the childminder for the quality of service that their children receive and are extremely happy to recommend the service to others.

The childminder is aware of the importance of making links with other care providers, who deliver the Early Years Foundation Stage, that the children attend and some links have been made. For example, the childminder supports some children at her setting who are learning about counting money with another provider and has planned appropriate activities to facilitate this learning. However, the assessment records do not show how information exchanged with other settings, is used to promote continuity and support individual childrens learning and progression.

The childminder actively promotes equality and diversity and has a good knowledge of each child's background and needs. She ensures that her own knowledge about different cultures is up-to-date and makes the most of a good

range of resources that represent diversity to help children understand about the society they live in.

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

The childminder has a very good understanding of the learning and development and welfare requirements, which contributes to her effectively promoting children's welfare and learning. Good relationships have been established and children make good progress in their learning in relation to their capabilities and starting points. A child-centred environment is provided, in which examples of children's artwork are displayed. The childminder makes good use of resources within the local community to extend children's experiences. For example, children regularly attend events and activities at the local castle, church, library and local Sure Start children's centres.

The children are confident and are given time and space to enjoy and achieve well, by being able to play independently as well as take part in adult-initiated activities. They are supported well by the childminder at appropriate times, demonstrating that she understands when, and when not, to intervene. The babies' are naturally very inquisitive and explore a good range of sensory activities. For example, babies' express delight when exploring the musical electronic toys. They respond well by clapping their hands, vocalising and smiling. Babies' that have just learned to pull themselves up smile and vocalise as they develop their physical skills. For example, by pushing a baby walker around the play areas. Older children develop their creative skills as they engage in painting and making models. Warm and trusting relationships have been developed between the childminder and the children, which demonstrate that they feel safe. Children have a balance between freedom and safe limits. Children regularly practice fire drills and they have each received a certificate as a reward for taking part and learning about how to keep them safe.

Observations are undertaken of children and these are matched to the areas of learning; the next step of learning for individual children is identified within the assessment to inform plans. The assessment profiles provide parents with a good personalised record of their child's progress. This includes photographs and things that they have made. There is an effective system for tracking progress in place. This clearly identifies where the gaps in children's progress are across the areas of learning.

Children's health and growing independence are supported well. Effective procedures and routines are in place to manage hygiene, illness, and cross-infection. Children learn about the benefits of healthy eating, because they are involved in growing their own vegetables which they harvest to prepare meals and snacks. Children have good opportunities to engage in a good range of physical activities, both indoors and out. This allows children to gain a secure understanding about the importance of regular exercise and fresh air as part of maintaining a healthy lifestyle. For example, they have regular visits to parks and adventure playgrounds. Children learn to care about, and respect each other,

through learning to share, taking turns and using good manners. The childminder successfully provides a good range of activities that captures children's interests and, therefore, they behave well. Childrens progress in communicating, literacy, numeracy, and information and communication technology skills are developing well so that they are well equipped with the skills they need in order to secure future learning. For example, children learn mathematical language during play and develop skills in numeracy, problem solving through games and counting in daily routines. Everything that happens within the day is used as an opportunity to learn.

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	2

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	2
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	2
The effectiveness of partnerships	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----