

Inspection report for early years provision

Unique reference number	EY424832
Inspection date	29/11/2011
Inspector	Nicola Dickinson
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 March 2011. The setting is a detached house in a residential area of Chapeltown. The whole of the ground floor is used for childminding, this includes an open plan lounge, dining room and play room, separate kitchen and fully enclosed garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under the age of eight years at any one time. There are currently two children on roll. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Understanding of individual needs ensures children's care, welfare and learning are supported very well. Good safeguarding systems ensure children's safety as they take part in a wide variety of learning experiences. Good partnerships ensure children receive any additional support they need. Children are relaxed and have positive relationships with the childminder. Documentation to support practice is detailed and well maintained. Self-evaluation is identified as an area for improvement, availability of images and resources reflecting diversity and disability.

What steps need to be taken to improve provision further?

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

- improve children's understanding of equal opportunities and anti-discriminatory practice through the effective use of resources depicting culture and disability.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge and understanding of local safeguarding policies and procedures ensures children are safeguarded and protected in the setting. The childminder has comprehensive risk assessments in place, implementing them effectively and reviewing them regularly, for example, different levels in the garden. The childminder's use of safety gates and socket covers supports the safe, free-flow exploration of the environment for young children. Trips off the premises are carefully planned taking into account the ages and development of children.

The childminder has a good knowledge of the Early Year's Foundation Stage and uses this well to support children in their learning. The environment is well

organised, with a range of developmentally appropriate resources. The childminder has effectively organised resources to promote children's independence, using available resources imaginatively and creating home-made ones. The outside area promotes children's physical skills and exploration, with a range of resources for pedalling, climbing, jumping, throwing and catching. The childminder accesses local parks and places of interest with children to extend their outdoor experiences. Activities are predominantly child led and children are effectively involved in planning. This helps children recognise that their contributions are valued or that they have a good level of control over their learning.

The childminder has a clear vision for self-improvement. She demonstrates commitment to personal development, undertaking additional training, such as safeguarding. She is aware of her strengths and acknowledges weaknesses. These are clearly identified in her self-evaluation form. Feedback from parents is evidenced in weekly diaries and compliments and complaints book. These are reflected in the throughout the self-evaluation process. Children are effectively involved in planning and the childminder uses their ideas to develop the service she provides. Observations and assessments are supported by photographic evidence and next steps are clearly identified in planning. Information about children's progress is shared through learning records and weekly diaries. Effective relationships with other professionals in the school setting are well established. This supports the smooth transition from the setting to school, sharing information effectively and ensuring children's individual needs are met.

The childminder differentiates and adapts activities to ensure that all children can access them. An effective equal opportunities policy is in place, is regularly reviewed and effectively implemented, although there are very few images or resources in the setting which reflect disability or culture. This has minimal impact on the children as equality and diversity are promoted through activities, such as, role play and posting letters around the world. The childminder is knowledgeable about where she can access support should she care for a child with special educational needs.

Partnerships with parents are good. Effective sharing of information, verbally and through weekly diaries, ensure children's individual needs are met. The childminder is knowledgeable about children's families. She brings together the different aspects of children's lives through purposeful activities which help children to identify themselves as members of the wider community, such as, role playing pets visiting the vets.

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

The children are happy and sociable and thoroughly enjoy their time here. The organisation of the learning environment and the imaginative use of resources supports children's progress towards the early learning goals. Accessible areas enable children to find their own clothes for outdoor play. Displays of children's work, photographs and sticker charts all give a welcoming sense of belonging. Children are presented with developmentally appropriate challenges which

encourage them to test their skills, for example, such as peeling their own fruit.

The children in the setting feel safe. They are relaxed with their environment and feel confident to investigate at their leisure, selecting resources independently. Planned activities and the rationale behind them are clearly explained. This means that children are given opportunities to share their ideas about their learning and individual preferences. Children are actively involved in planning, giving them a sense of ownership within the setting. Good measures are taken to ensure children are safe. For example, effective risk assessments ensure children's safety for the walk from school. The childminder has a good understanding of the effects of transition and ensures routines are flexible to accommodate children's changing needs. For example, the move to full-time school means some children are tired at the end of the day.

Children develop a good understanding of personal hygiene and healthy diet as they are encouraged to make healthy choices in their meals and snacks. Good routines are in place for hand-washing. The childminder plans time for children to access the outdoor area and resources in the community. such as, the market where children select and buy vegetables and fruit. The outside area enhances children's access to resources which promote their physical development and knowledge and understanding of the world. For example, they grow sunflowers and peppers and monitor their progress. Fresh drinking water is available to children at all times, ensuring they remain well hydrated.

Children are supported in making a positive contribution and developing skills for the future. The childminder is a good role model, encouraging children to share and take turns. Children have clear boundaries which they are reminded of in developmentally appropriate language. They are aware of the expectations of their behaviour and have a good understanding of right and wrong. Engaging children in conversation about their day, the childminder encourages them to listen to each other and take turns when speaking.

Through the deployment of creative resources and effective teaching, the childminder promotes children's learning across all areas. Some resources are made by the childminder and children, enhancing the learning process. These include the market stall and post office. Understanding of the wider world is developed through imaginative and stimulating activities which are linked to the wider community. For example, topics focussing on number are incorporated into advent and the nativity. Activities highlighting the seasons develop children's understanding of time and change. Use of programmable equipment during music time develops children's understanding of information and communication technology.

Children's additional learning and development needs are identified and provided for because partnership with parents and other professionals are good. Children's starting points are clearly identified. The childminder has a good understanding of the Early Years Foundation Stage and early learning goals, enabling her to accurately identify when a child is not meeting their developmental targets.

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