

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420322
<b>Inspection date</b>	20/01/2012
<b>Inspector</b>	Cathryn Parry

<b>Type of setting</b>	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 was registered in 2011. She lives with her husband and two children aged five and three years in the residential area of Doncaster in South Yorkshire. The whole of the childminder's home, except for the main bedroom is used for childminding. There is a fully enclosed garden for outside play. She has a dog, cat and two guinea pigs as pets. The childminder cares for children seven days a week from 7am to 6.30pm for 50 weeks of the year.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. She also offers care to children aged over five years to 11 years. The childminder is registered to provide overnight care for no more than one child under eight years at any one time. There are currently three children on roll all of whom are under eight years. Of these, two are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. She receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a positive relationship with children and their families and warmly welcomes them into her setting. Children are recognised as individuals within the inclusive and safe environment. The stimulating activities provided give all children the opportunity to make good progress in their learning and development. Most areas are well resourced. The childminder engages in ongoing reflective practice in order to ensure continuous improvement is maintained.

## **What steps need to be taken to improve provision further?**

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

- develop further resources and activities to nurture children's respect for their own cultures and beliefs and those of other people and peoples different needs.

## **The effectiveness of leadership and management of the early years provision**

Children are kept secure through good procedures for entry to the childminder's home. The childminder fully understands her role with regard to safeguarding children. She is confident and knowledgeable of the procedures to follow in order to protect them. Risk assessments are carried out to ensure that the premises, resources and activities are safe for children to access. The childminder attends a

range of training workshops, whenever they are available, to improve her childcare knowledge and skills. Children have easy access to a range of resources. The childminder rotates these to keep children's interest and inspire them to play.

The childminder demonstrates a commitment to promoting equality and diversity. Good relationships with parents and carers are beneficial to the continuity of care that the children receive. The childminder shows an appropriate awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The childminder shows a desire and drive to effectively implement plans to improve outcomes for children. The self-evaluation process she implements is good, which contributes to her having a realistic view of her strengths and the areas she can improve. She welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment.

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

The childminder previously worked in a nursery and has a good understanding of the Early Years Foundation Stage framework. She considers children's capabilities and interests when planning activities. Observations are recorded in individual books and are clearly linked to the areas of learning. These are then used effectively to track children's progress towards the early learning goals.

Children are happy and secure as a result of the childminder's praise and support. She uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. The childminder's confident approach to equality and diversity contributes to children's positive attitudes to the wider community. However, there are few resources to nurture children's respect for their own cultures and beliefs and those of other people and peoples different needs. Consequently, this impacts on developing further children's awareness of the society they live in. They have good opportunities to learn about living things, for instance, when they plant, nurture and eat strawberries. Children's communication skills are fostered well resulting in good interactions between themselves and the childminder. Problem solving reasoning and numeracy skills are nurtured effectively. An example of this is when children confidently complete jigsaws of different complexity. A variety of creative activities promote children's self-expression well and gives them good opportunities to explore their senses. These include manipulating malleable material and painting. Children access carefully chosen computer games to effectively nurture their skills for the future.

Children are settled and show a strong sense of belonging. The childminder uses simple explanation and encouragement with regard to staying safe. As a result, children recognise and avoid potential dangers. They have good opportunities to

develop their physical skills. These include accessing large climbing equipment in the park and visiting a soft play area. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children have a good awareness of how to stay healthy. The childminder further encourages this by providing fruit and encouraging large physical play outdoors. They show a good awareness of their own personal hygiene as they follow daily routines. This is further promoted through appropriate discussions and the use of effective visual reminders. An example of this is the provision of action pictures for hand washing in the bathroom.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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