

Inspection report for early years provision

Unique reference number	303197
Inspection date	28/01/2009
Inspector	Yvonne Victoria Facey
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1998. She lives with her partner and two children aged 13 years and seven in Rotherham. The whole of the childminder's house is used for childminding purposes which can be easily accessed. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently five children on roll. The childminder also provides overnight care.

The childminder holds both the NNEB and NVQ level three in childcare. She is a member of the National Childminding Association (NCMA) and has gained a level three in the NCMA quality assurance. The childminder is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides children with an exceptional service where their learning and welfare is extremely well organised. The use of excellent observations and assessments ensure that children are making rapid progress in all areas of learning. An exceptionally safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn.

What steps need to be taken to improve provision further?

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

- continue to explore systems to record assessments.

The leadership and management of the early years provision

The childminder's excellent knowledge of the Early Years Foundation Stage Framework forms an extremely positive environment that is safe, stimulating and challenging for all children. She fully understands the learning and development requirements and the observations, assessments and planning systems are at a very good standard and ensure children reach high levels of achievement. The childminder's enthusiasm and commitment to help children learn is empathised as she includes their parents and the other settings children attend. For example, she provides copies of the children's individual assessments and planning to parents and other early years providers.

The childminder has outstanding systems in place for monitoring and evaluating her provision which successfully ensures she promotes extremely good outcomes for all children. The self- evaluation identifies areas for improving her already exceptional service which she has improved considerably. The childminder has

completed a vast amount of training since the previous inspection, this and her strong commitment has enhanced and enriched her service.

Excellent hygiene practices are followed by the childminder and children to prevent the risk of infection. For example, the childminder ensures toys are thoroughly cleaned particular if any child has been ill in her care. The very well written policies and procedures show the childminder's very good understanding of her responsibility to safeguard children and these are shared with parents.

The quality and standards of the early years provision

Information shared with parents is excellent. At the beginning of the placement information is gathered from the parents and the childminder observes children using her 'Look at me' booklet which she uses to assess children's starting points. She then uses this information to plan for children's individual learning. Parents receive a copy of children's progress and their individual planning which they contribute to. The six areas of learning are fully incorporated throughout the day with the childminder's detailed planning. The environment is well planned and organised to ensure children can move freely and learn in a positive atmosphere. For instance, posters of the alphabet and children's pictures are displayed and areas are labelled.

Children's communication skills are excellent, they constantly use language throughout their play asking questions, sharing information and expressing their feelings. They are engrossed in story telling as they enjoy their favourite stories such as 'On your potty' and 'Humphreys bed time'. They are introduced to letter sounds and new words. For example, one of the children laughs to herself as she repeats 'imagination' and the childminder uses words to help them understand what actions they are using such as twist, push and snap. Children enjoy experimenting and working together as a group where they can share their own knowledge and skill with each other. For example, all age ranges make banana fritters together following the recipe themselves and cooking themselves. The childminder introduces children to patterns and shapes in everyday situations. For instance, she talks to them about patterns on their boots, to look at the fastenings on their coat and match the patterns on their knife and forks.

Children's experiences and choices are valued and understood throughout everything they do. The childminder has great skill in linking play, learning and the outcomes for children to ensure they reach their full potential. Very young children learn about keeping themselves healthy through a range of linked activities. For example, they use flannels, toothbrushes and empty hand wash bottles in the role play area and they ask to brush their teeth after they have eaten snack saying that their teeth are dirty.

Children behave very well and develop a positive awareness of themselves and others. The relationships they have formed with each other and the childminder display trust, friendship and respect. For example, when a child has to leave her toy she asks her friend 'will you save this for me'. The childminder's knowledge

and caring attitude enables children to have a strong sense of belonging, where their personalities and individual needs are paramount to ensure that they enjoy learning and progress to the best of their abilities.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

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

Met