

Inspection report for early years provision

Unique reference number	317693
Inspection date	19/07/2011
Inspector	June Rice
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 was registered in 1992. She lives with her husband in Sprotborough, near Doncaster. The whole of the ground floor and the front bedroom and bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends various local groups and holds an National Vocational Qualification Level 3 in children's learning, care and development.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years, no more than three of whom may be in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a positive attitude towards continued improvement. She knows the strengths of her setting and has identified some areas for improvement. All required documentation is in place and space is used very effectively. However, the childminder is in breach of one requirement around safeguarding. Partnerships with parents and the systems for observation, planning and assessment are good. This ensures children continue to make good progress in an environment in which they feel safe and are treated with equal respect.

What steps need to be taken to improve provision further?

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

- develop further processes to review and update policies and procedures
- develop further the use of self-evaluation and provide opportunities for children and parents to be involved.

The effectiveness of leadership and management of the early years provision

The provider failed to notify Ofsted of a change to the people living at the premises. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. The childminder works in partnership with parents and others to safeguard children. She demonstrates a good understanding of child protection and is confident in her ability to implement procedures effectively in order to protect children. A visitor's book is maintained, and written procedures are in place in the event of lost, uncollected children and safeguarding. Parents receive a copy of all policies and procedures. However, some of these do not clearly link to current legislation. All required documentation is in place and robust risk

assessments clearly identify possible hazards and the action taken to reduce any risks. These also include risk assessments for individual outings.

The childminder formally evaluated her provision in 2009 when she successfully identified her strengths and areas that could be improved. Since then, she has used a more informal approach that has helped her to identify the progress she has made. However, she has not provided parents and children the opportunity to be involved in the process. Since her last inspection the childminder has attended various training courses that have further enhanced her provision and its impact on children's care and learning. These include safeguarding, health and safety, working together with parents and tracking children's progress.

The childminder has developed good working relationships with parents and she continues to work on developing links with other early years providers. For example, she encourages the sharing of children's progress at the stage of transition to another setting. The childminder demonstrates that she knows her children very well. She supports their learning through a good range of activities and resources that are well displayed and within easy reach of children to encourage their free exploration and choice. Systems for planning, observation and assessment clearly record children's progress with the use of photographs and written observations that are linked to the six areas of learning. Next steps are also clearly identified and this ensures that she plans for children's individual learning needs very effectively.

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

Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they practise an emergency evacuation and learn about people who help us. Children show they feel safe as they move around the setting and happily interact with the childminder. They are very well behaved and are learning to share resources and take turns. They benefit from lots of opportunities to socialise with children their own age through visits to a variety of local groups. Children are learning to make choices. For example, they make decisions about what activity they wish to join, and are also happy playing on their own. Inclusive practice is promoted by the childminder who treats children as individuals. The childminder provides activities and resources that encourage children to learn about and respect differences. For example, she uses a festival calendar to help plan craft activities to introduce children to different cultural festivals throughout the year.

Good health and well-being is well promoted through procedures that are successfully implemented. For example, children who are infectious are excluded to protect others and robust systems are in place to record medication, accidents and existing injuries. Children are used to the routine of washing their hands before eating, after using the toilet and after messy activities. They use individual towels to dry their hands which help to reduce the risk of cross infection. Children also use wet wipes to clean their face. Children participate in activities that

promote healthy eating and are provided freshly prepared meals, light snacks, fresh fruit and water to drink. Children are encouraged to be active through a range of activities that promote physical exercise. They benefit from outside play and enjoy visits to parks to use larger equipment.

Children enjoy using their imagination as they construct a figure out of different parts. They give a running commentary on what they are doing and show lots of concentration as they decide what goes where. They carefully remove and replace pieces saying 'that fits there.' There are lots of exclamations as parts drop off and occasionally they look at the childminder for help to fix their creation back together. They hold it up, turn it slowly and smile showing pride in what they are making. Children show an interest in counting, they count pieces of banana and are skilfully drawn into simple subtraction. For example, the childminder asks how many pieces are left, as they eat them. As their friends arrive, they are encouraged to say 'hello' and quickly begin to play alongside each other. As they play with dolls and select a wheelchair, the childminder talks a little about the wheelchair being used when someone cannot walk very well. Other children select a jigsaw, sit on their own and carefully remove and replace the pieces. When children show an interest in a dinosaur, this is extended as the childminder encourages them to look at the skeleton which shows up in the dark.

Children eagerly join in a planned activity that is aimed at children learning about different textures and colours. It is well planned and adapted for children of different ages. Older children show lots of concentration as they carefully pick up individual pieces of lentil with their fingers and carefully place them on the paper to represent eyes. The younger children enjoy exploring the texture of the lentils by rubbing the lentils between their finger tips and let them pour through their open fingers. Photographs and observations show children enjoying a wide range of activities. They are shown using their bodies to manage space as they climb through tunnels and sit inside small boxes. They are shown being creative, using glue, scissors and paper to make pictures of flowers and threading beads to make necklaces. They learn about feelings as they make masks that depict happy faces and talk about how they feel. They match shapes, colours and sort patterns and learn about different types of weather.

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	3
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

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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