

Inspection report for early years provision

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Inspection date	28/03/2012
Inspector	Angela Howard
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 has been registered since 2000. She lives with her partner and two children aged 14 and nine years in Tickhill in the borough of Rotherham. The whole of the ground floor, plus bathroom facilities and the rear bedroom on the first floor of the childminder's home, is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays. The family has a dog, two cats and a gecko.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age range. She also offers care to five children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is qualified to Level 3 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder clearly values each child as an individual, which helps them to feel thoroughly secure and welcome in her home. Good quality activities and experiences ensure that children are suitably challenged and observations are of good quality. However, the outdoor play opportunities are not fully utilised. Good partnerships between the childminder and parents ensure children's needs are successfully met and their protection is assured. The childminder demonstrates some knowledge of her strengths and areas for development, although self-evaluation is in its infancy.

What steps need to be taken to improve provision further?

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

- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning
- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice.

The effectiveness of leadership and management of the early years provision

Well documented policies and procedures, children's records and documents for the safe management of the setting are in place and are implemented successfully. Arrangements for safeguarding children are robust. The childminder is clear about her role and responsibilities, and the correct procedures to follow should she have any concerns about a child. She ensures her practice is under-pinned by up-to-

date knowledge, by attending regular training courses related to child protection. The robust systems in place, to ensure people who have regular contact with children are suitable to do so, are fully implemented. The childminder is very careful in assessing potential risks and takes effective steps to prevent accidents. Clear detailed records, which are regularly reviewed and updated, help to monitor this. The childminder vigilantly supervises children both indoors and outdoors. She has developed a wide range of good quality policies and procedures which enable parents to understand how the setting operates on a daily basis. Children access all areas freely, safely and choose which resources to access. They use an abundance of good quality resources to support the enjoyable activities they are offered daily. The childminder makes effective use of the local facilities and regularly organises visits to places in the local community. The childminder has created an inclusive environment in which to care for the children. She is fully aware of the children's backgrounds, home language, individual needs and starting points. The childminder consults with parents daily, and actively works to include parents in gathering information about their child. This information is used skilfully to help plan for each child's individual needs. The childminder has good plans in place for older children to learn about celebrations from around the world and has a good range of resources for younger children that reflect positive images of diversity. There is a clear set of inclusive values, and activities are differentiated to meet children's different learning styles and stages of development.

Communication with parents is a key strength, which ensures parents and children feel valued and welcome. The childminder ensures that she promotes a system that values communication and creates a sense of belonging for both parents and children. She recognises that parents know their children best and ensures she works very closely with them, to encourage them to be involved in their child's learning and development. There are no children on roll who also attend other early years provision. However, the childminder has an adequate understanding of the importance of working closely with other providers to support children's continuity of care when the need arises. Recommendations from the previous inspection have been addressed well, resulting in improved outcomes for children. The childminder is beginning to reflect on her practice, although this is in its infancy, and although she accurately identifies some appropriate targets for improvement, she has yet to establish a clear system of how to take these identified areas forward.

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

The relationship between the childminder and children is very warm and caring. They are very happy, content and show lots of pleasure, laughing, giggling, smiling and inviting the childminder to join in with their play. Observation and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress, in relation to their starting points, and their next steps are accurately identified. Children are encouraged to access a wide range of activities which promote their all round development. For example, they

play imaginatively with the farm animals and vehicles and play happily as they are secure and safe in their surroundings. They have built warm and caring relationships with the childminder and their peers and are starting to value and respect each other; showing consideration for their friends as they share toys and play cooperatively together. The childminder promotes children's development in communication, language and literacy very well. She skilfully asks the children questions, for example, about the different animals on the farm, the noises they make and where they may sleep. The childminder makes good eye contact with young children as they speak, reinforcing messages and helping them to listen well. The children enjoy engaging visitors in conversation and demonstrate a good range of vocabulary as they do so. Children love to share story books. As the childminder reads, they point to the animals and attempt to repeat the sounds animals make. Children develop their natural creativity well. They competently make marks on paper and make patterns as they explore sand, paint and use different textured materials to make collages. Construction toys and interactive technology, such as electronic toys, gives a wide range of experiences and a strong introduction to skills for the future. Children are independent as they self-select toys, wash their hands and feed themselves at snack time. They are very keen to share ideas and be involved in routines, such as tidy-up time before eating their snack. Children use their imagination well as they stand in front of the television screen with an electronic guitar, spontaneously singing and moving to the music. They are absorbed in watching their reflection and gleefully point this out to the adults present. Children are fully supported in their experiences by a very caring and interested childminder. She is skilled in engaging children in purposeful play, which helps children to develop strong skills for their future learning.

The childminder promotes children's health successfully by taking a range of positive steps to encourage healthy eating and to help them understand the importance of regular exercise. The childminder provides daily opportunities for the children to enjoy the outdoors to develop their physical skills. For example, they confidently and skilfully use equipment, such as wheeled toys and bats and balls. These activities are complemented well by visits to the local park and farm, and a firm favourite is a walk to feed the ducks and enjoy a picnic. Children also love to be outdoors caring for the crops they are growing, such as sweetcorn, peas, courgettes and potatoes. However, although the outdoor activities offer children the freedom to explore and be physically active, it is not used fully to give them opportunities to explore the six areas of learning in different ways from indoors. The childminder adopts a good range of strategies to raise children's awareness of their own safety and potential risks. For example, she teaches them about road safety, water danger when they visit the duck pond and what to do in the event of a fire. Manners are encouraged at all times and children are developing good social skills and a sense of responsibility for their own actions. They receive frequent praise and encouragement from the childminder for effort, achievement and kindness, which helps boost their self-esteem. Children are very well behaved, complying with the very clear boundaries in place.

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	3

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	3
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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