

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Dawn Lumb
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 has been registered since 1990. She lives with her husband and one adult daughter in Bessacarr, Doncaster. The whole of the ground floor of the childminder's house is used by the children. A secured area for outside play is provided at the rear of the premises.

The childminder is registered to care for a maximum of six children under eight years, and there are currently five children on roll. She also offers care to children aged over eight years. The childminder is registered by Ofsted on the Early Years Register, compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and welcoming home environment for the children and their families. Her good knowledge and recognition of the uniqueness of the children in her care ensures that all children's individual needs are well met and their welfare is promoted. Children enjoy learning through a very good range of play opportunities and activities which are challenging and allow children to gain the most from their play and learning experiences. The childminder fosters very good working relationships with parents and well-established links with other providers to promote continuity of care and learning for all. The childminder is committed to reflecting upon her practice and has made an enthusiastic start in the use of formal self-evaluation systems as she recognises the need for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems to ensure that self-evaluation identifies the setting's strengths and priorities for development that will improve the quality of provision.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of child protection procedures and has developed documentation to support current practice. For example, she has completed safeguarding training. A range of documentation and effective strategies are used to support her working practice and to ensure children are safe and secure within her setting. For example, a safety gate is used to restrict access to the kitchen and she has updated her risk assessments to include walking

to school in the snow and using the buggy in the snow.

The children enjoy their time at the childminder's and have very good, warm and loving relationships with the childminder. She readily responds with enthusiasm to their needs and requests. This supports children's confidence and security very well.

A very good range of resources, activities and opportunities help children learn well in all areas. Very well-organised activities and sensitive support have strong focus on children's interests and abilities.

Children and parents are valued and respected; their opinions are regularly sought through daily chats and diaries. Parents are provided with good information and guidance regarding the childminder's provision and their children's care, learning and development. She has built good links with the schools and facilities she uses within the surrounding community.

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

Good regard is given to identifying children's individual needs and the childminder ensures that children are happy and settled in her care and they have developed warm and positive relationships. The childminder provides an environment that is safe and secure, and children feel confident to express their own needs. She has enthusiastically endeavoured to develop systems that support her to plan and assess children's learning and development and uses these to plan the next steps in children's learning.

Children are provided with a very good range of positive learning opportunities which enable them to make good progress. The childminder makes good use of interesting outings and visits, and these excite the children to learn more and help develop their social skills. For example, they visit the local toddler group and wildlife area, which supports children having fun while they learn. There is a good balance of adult-led and child-led activities, taking account of children's individual interests and abilities.

Children's understanding of diversity and difference is enhanced as they learn about the wider world and people within it. For example, the childminder has been proactive in helping children to become pen pals with children in Texas, America. The childminder supports letter writing skills and they learn about how American spelling can be different to English. They learn about people who help us as they post the letters in the post box and talk about the post person's role. Children learn well about planting seeds and looking after plants, such as, strawberries.

Children participate in lots of exciting and interesting activities. For example, they collect pine cones that are open and purchase fat and birdseed from the shop, so that they can make birdfeeders. They are able to share this interest with the parents as they take them home. Children enjoy making bread and they learn about its properties; they make hedgehogs and clip them with scissors to make the

bread look prickly, they use currants for eyes and talk about hedgehogs hibernating and coming out at night time.

Young children learn about everyday activities as they play with the small world toys. For example, they play with a house and furniture and pretend to put the little man to bed. The childminder supports young children exceptionally well as she helps to reinforce words and children become familiar and repeat them. The childminder skilfully follows children's interests. For example, a young child has begun to say car and is interested in other vehicles, so the childminder takes the child out on walks so that they can identify a bus, a lorry and a bicycle and begin to use the vocabulary to further support the child's speech.

Children learn well about health and hygiene through visits and planned activities. They are encouraged to adopt healthy lifestyles in which healthy eating and exercise are promoted. For example, a recent outbreak of chickenpox prompted the childminder to purchase a child friendly book to explain about the spread of germs and cross contamination.

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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