

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Lynn Masterman
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 registered in 1992. She lives with her husband and her two children aged 19 and 13 years old. The family live in a small village in Doncaster. The premises can be easily accessed and the whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area to the rear of the premises. Care is offered Monday to Friday all year round. The family have a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. There is currently one child on roll in this age range. She also offers care to children over five years old. The childminder takes and collects children to and from the local school. The provision is registered on the Early Years Register and the compulsory and voluntary parts 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.

Children are cared for in a welcoming and friendly environment where their individual needs are given thoughtful consideration. They enjoy their learning and make good progress towards the early learning goals through a well-balanced range of activities and experiences. Children's safety is given a high priority and most aspects of their welfare are successfully met through effective practices and organisation of the setting. The childminder has a strong commitment to providing good outcomes for children. However, the use of the self-evaluation process as a working tool is still in its infancy.

What steps need to be taken to improve provision further?

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

- further develop the systems to monitor, evaluate and identify the areas for further improvement within the setting
- ensure the fire blanket is appropriately sited.

The effectiveness of leadership and management of the early years provision

The childminder has secure knowledge of the safeguarding procedures. This is underpinned by the childminder's commitment to access relevant training opportunities. She ensures all parents are fully aware of her responsibilities to protect children should she have any concerns regarding their welfare. All persons living in the household have been appropriately vetted.

The childminder provides a secure environment which helps children to feel safe.

All visitors to the premises are required to register their time of arrival and departure. Parents are informed of any persons visiting the premises while children are present. The use of daily visual and written risk assessments ensure all areas of the premises are free from potential hazards. However, the fire blanket is not appropriately sited. The childminder carefully plans general outings, such as visits within the local community or the use of public transport. For example, all outings are graded according to the level of risk to children. The degree of the risk is used to determine how often the potential risk should be reassessed to maintain the children's safety. The home environment is warm and child-friendly. Space is well used and children move around with ease and confidence. Children have access to a good range of resources which are of a high standard, of good quality and promote all areas of their development.

The childminder has a good understanding of the Early Years Foundation Stage (EYFS) framework. She makes positive use of the statutory framework to ensure children's learning is effectively promoted. There are effective systems in place to monitor children's progress relative to their starting points. Concise observations and assessments clearly show children's achievements and how the next stage in their learning will be successfully supported. Information gathered from parents and other care settings delivering the EYFS is used effectively to help provide a range of personalised activities to further promote children's development, for example, helping children to develop their awareness of number in their everyday play. Parents value the childminder's warm and friendly approach. They have the opportunity to share their views about the setting both verbally and through regular questionnaires. Comments from parents indicate they are highly satisfied with the childminder's level of care and value the flexibility in the service provided.

The childminder has a high level of enthusiasm and commitment to continuous improvement. She has a clear vision about her future plans to improve outcomes for children through the use of training opportunities, personal reading and support from other local networks. However, the use of self-evaluation to help the childminder focus on the identified areas for improvement is yet to be further developed.

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

Children are cared for in a homely environment where they are happy and settled. This is due to the childminder's ethos of helping children to see the setting as an extension of their home environment. The childminder has an extremely soothing manner and the children clearly thrive on the close and trusting relationship. Children are confident communicators and have lots of opportunities to freely express their feelings. The childminder has great respect for the children's individuality, their right to express their needs, voice their opinions and make informed choices. For example, some children express a desire not to join in specific activities, but wish to have some personal time by themselves. Children actively contribute to the daily routine of the setting. All children are given areas of responsibility according to their level of understanding. For example, children help to set the table at meal times and they count how many knives and forks they will

need. The childminder reminds the children about how to handle knives and forks safely. Their contribution is acknowledged through positive praise and encouragement. This helps children to feel valued and included.

Planning is very detailed and clearly demonstrates how the intended learning objectives will be met. The childminder is skilful in her ability to build upon what children know, understand and can do. Children gain skills and become competent learners because the childminder uses their interests as a focus for learning. Children show an interest in making play dough. The children use cups to measure the flour, salt and water. They count the number of cups used. They decide to make the dough purple and begin to explore how blue and red make purple. The children add the paint and the childminder talks to the children about how the dough has a marble effect because it has two colours. This helps children to become critical thinkers. She introduces new words to the children, such as 'kneading' and 'ingredients' and gives an explanation of the meaning. For example, 'ingredients are a number of items we put together to create something different'. The children decide to add lavender essences to the dough. They knead the dough together and talk about the texture of the dough and how it feels soft and easy to squeeze. The childminder consolidates their learning and finds a picture of lavender. The children roll out the dough and use various cutters and knives to shape the leaves of the plant.

Children's awareness and understanding of our diverse society is successfully promoted. They observe positive images within the setting and through discussion talk about similarities and differences, such as different skin tones, eye and hair colour and disabilities. The childminder helps the children to recognise differences as positive. For example, the childminder talks to the children about how there are some countries where people collect their food and carry it in baskets, which they place upon their heads. Children are beginning to learn how to keep themselves safe. They know they must not climb on furniture because 'if we hurt ourselves we will go to hospital'. They know how to leave the premises quickly in the event of a fire and how to cross roads safely. Children's awareness of adopting a healthy lifestyle is successfully promoted. They know how washing their hands appropriately helps to remove germs. Children are aware that the menu is based on the '5 a Day' program. They talk about eating healthy food, such as fruit and vegetables, and eating food that is not healthy. Children develop their awareness of exercise through physical play. They climb, crawl, reach and jump as they access a good range of outdoor equipment. They know walking to school is good for them because it is exercise and helps to keep them fit.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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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