

Inspection report for early years provision

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Inspection date	24/02/2012
Inspector	Joanne Gray
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 1999. She lives with her husband and one of her adult children in a residential area of Doncaster. The ground floor of the childminder's house is used for childminding and the home is close to shops, parks, schools and public transport links. There is a fully enclosed play area available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the care of the childminder and she meets their individual needs appropriately. They are making adequate progress in their learning and development and are well supported by the childminder. She plans for children's learning and monitors their progress well, although parents are not effectively contributing to the process. Suitable policies and procedures are in place to safeguard children. The childminder is beginning to evaluate her practice, although this is not yet fully effective in helping to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide further opportunities and resources for children to learn about diversity and the wider world
- develop opportunities for parents to review their children's progress regularly and contribute to their learning and development record
- enhance self-evaluation and reflective practice by consistently identifying and targeting areas for further improvement
- further develop the details recorded in the fire log book to include the number of participants, any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

There is a written policy in place relating to safeguarding and the childminder has an appropriate understanding of her responsibilities in this area. Children are further safeguarded as all adults in the household have undergone required vetting procedures with regard to their suitability. Children are cared for in a safe and secure setting. The childminder is aware of potential dangers and takes appropriate action to ensure that these are minimised, for example, through use of safety equipment. Clear procedures are in place to ensure that children remain safe whilst out in the local environment and on school collections. Regular fire evacuation drills are carried out by the childminder, although their effectiveness is limited as the records do not identify the number of children who participate or how any problems encountered were resolved.

The childminder makes appropriate use of the available space, enabling children to gain independence as they move around safely and freely. Children make choices and enjoy adequate ranges of toys and resources that support all areas of learning. These are easily accessible, both indoors and out and are used sufficiently to support children's interests. The childminder promotes equality and diversity as she recognises children's individuality. She also ensures that she has relevant knowledge of each child's background to meet their needs. However, resources for children to learn about diversity and the wider world are limited. The childminder is currently working towards a level 3 early years qualification and recognises the value of continuing her training and development. She is beginning to reflect on her practice; however, this is in the early stages and is not yet being used consistently to identify strengths and areas for improvement of the provision. Most of the recommendations have been addressed from her last inspection. For example, all parental consents are obtained, a complaints procedure is in place and the registration certificate is displayed. The childminder understands the importance of working with other professionals to enable children to reach their full potential. Children benefit from the close relationships the childminder develops with their parents. A regular two-way flow of verbal information is shared regarding children's welfare. However, parents are not involved in the on-going observation and assessment process which means they are not supported in extending their children's learning and development at home.

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

There is an adequate balance of adult-led and child-initiated activities. The childminder monitors the children's involvement and responds by involving herself in their play and making suggestions about what they could do next. For example, when they are making tea in the homecorner she suggests 'would you like to put some water in the kettle?' The childminder is satisfactorily implementing all aspects of the learning and development requirements of the Early Years Foundation Stage. Therefore, children are making steady progress towards the

early learning goals. Children are beginning to make sense of the world around them as they enjoy the stimulating outdoor play area; they enjoy feeding the birds and planting flowers in the garden. They learn to care for living things when they plant cress seeds and enjoy watering them and watching them grow. The childminder provides the children with a range of experiences and support which help them to develop their self-esteem and confidence. For example, she offers continual praise to the children and completes sticker charts with them to encourage positive behaviour. Children are happy to share their toys with others and confidently explain the rules to a game of stop and go with musical instruments.

Children enjoy a selection of age-appropriate books and talk about the pictures with the childminder, they listen intently as she reads them stories. Children's communication skills are further extended as a range of writing materials are provided both indoors and out. The children take part in a variety of activities to stimulate their creativity. For example, they make mobiles for the trees outside with empty boxes and string and paint pictures on the easel. Their imagination is stimulated as they play in the homecorner making cups of tea and toast for their visitor and hiding from the monster. Children begin to recognise numbers as they play with the sticky darts outside and the childminder counts with them as they clap their hands. The childminder uses mathematical language as the children play in the water tray outside, such as 'the boat is going under or over the bridge'. She encourages children to solve problems as she shows them how the water makes the boat sink.

Children are beginning to understand how to keep themselves safe. This is because they participate in the practicing of the fire drill and the childminder reminds them how to keep safe whilst they play. For example, she asks children to sit carefully on the chair or they will fall and hurt themselves. The childminder's arrangements for managing illness, infection and hygiene are sound and this means she appropriately promotes children's health and well-being. For example, children are reminded to wash their hands before and after eating. Children have daily opportunities to take part in physical activities, in and out of doors, on a daily basis. They enjoy walking in the local community and playing on the swings in the park. This helps their understanding of the need for fresh air and exercise to promote a healthy lifestyle.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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