

Inspection report for early years provision

Unique reference number	318007
Inspection date	27/01/2011
Inspector	Paula Fretwell
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 2000. She lives with her husband and three children, in Doncaster. The whole ground floor of the property is used for childminding purposes and there is a fully enclosed garden available for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently caring for six children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently five children being cared for within this age group. The childminder takes and collects children from school and attends a number of groups within the community during the week. 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 well cared for in a very safe, inclusive and welcoming environment. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and supports children's individual welfare, learning and development needs very well. The childminder reflects well on her practice and is developing systems to identify strengths and areas to improve, with a strong commitment to providing good quality care. Positive partnerships with parents enable the childminder to promote the individual well-being of each child and she is aware of the benefits of establishing links with others to enhance opportunities for children's learning and development.

What steps need to be taken to improve provision further?

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

- extend the ways in which parents are encouraged to share what they know about their child's development and progress
- develop the system for monitoring and evaluating the quality of the provision, to incorporate the views of parents and children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children and she is clear about the procedure to follow for dealing with any child protection concerns or allegations. Children are safe and secure through the childminder being vigilant at all times and closely supervising them. They are helped to feel safe in the company of unfamiliar adults, for example, during the

inspection, because the childminder explains what is happening and provides a reassuring presence. Secure procedures ensure children cannot be collected by anyone unauthorised. Children freely explore and access the space they need to play and resources are used very well. Risk assessments are detailed and thorough and smoke alarms are tested monthly, ensuring hazards are kept to a minimum. Children learn how to keep themselves safe through effective discussion, such as why toys need to be picked up. The childminder's time, resources and documentation are very well organised and this underpins the good practice.

The childminder's friendly and caring interaction with the children promotes their learning across all areas and she ensures they have plenty of individual attention appropriate for their needs. Knowledge of each child's individual personalities and needs enables the childminder to accurately make observations of their progress and plan for the next steps in their learning. The childminder values the uniqueness of each child and their care is clearly based upon their individual needs. Profiles of children's learning and development contain lovely examples of their time with the childminder. However, information and observations from parents about children's achievement are not yet included in these records.

All necessary written parental consent is in place for all aspects of children's care. The childminder is very flexible to accommodate parent's working needs. For example, she is happy to collect or return children home if this helps parents in their role. Parents express their high levels of satisfaction, regarding the childminder as a 'fantastic influence' on their children. Parents say they are 'extremely happy' and that their children 'feel like one of the family'. They appreciate the childminder's approachability, the 'home from home' environment and they say they find 'every aspect of the care excellent'. Daily journals enhance daily communication between parents and the childminder and these include many smiley faces and stickers, along with positive comments. The childminder understands the need to develop links with others who have responsibility for the child, when this is relevant to children in her care. Developing systems are in place to monitor and evaluate the practice and the childminder uses the Ofsted self-evaluation form to clearly explain the strengths and areas to improve, although parents and children are not yet fully involved in this process.

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

Children are very confident, happy and settled in the childminder's care and they have fun learning through play. Very close and caring relationships with the childminder enable the children to develop confidence to explore and investigate their surroundings. A particular strength of the childminder's practice is that she fully consults with children at all times. This underpins her work with them as they are empowered to make choices and decisions, developing responsibility for themselves in all aspects of their welfare, learning and development. This enables them to fully contribute and gives them skills for the future. Children freely play from room to room and are competent decision makers, choosing what they would like to do. The childminder is very responsive to what the children need and she knows each child very well. For example, she knows when children feel tired and

she helps them to settle for a sleep.

There is a good balance of child-initiated and adult-led activities to promote children's development across all six areas of learning. Children thoroughly enjoy playing with small world trains and people whilst learning to play co-operatively together. The childminder skilfully extends children's language through plenty of conversation and repetition of new words and she asks many open questions to encourage children to think and reply. Children enjoy mark making on paper and with other appropriate resources and the childminder joins in to comment on what they are doing. Children talk about the numbers of legs they are drawing on their dogs and spiders and the childminder maximises opportunities for them to count and use mathematical language. They make rain patterns with water pens and they enjoy watching these dry. Children delight in playing a game of hide and seek, using their listening skills to find a hidden object and taking it in turns to hide it. The childminder allows them to repeat this game many times, joining in as they excitedly play together.

Children enjoy a range of opportunities outside the home, such as visiting local children's groups and indoor and outdoor play space. They talk about the places they have been to and express their likes and dislikes clearly. Children describe their experiences of touching different small animals at a visiting animal safari whilst at the local children's centre. They enjoy plenty of fresh air opportunities in the childminder's garden, using a range of outdoor equipment or having fun with bubbles.

Children's good health is supported through effective policies, practices and personal hygiene routines. They are encouraged to be aware of what they need, such as a drink or the toilet, through appropriate reminders and discussion. Children's privacy with their personal hygiene routines is fully regarded as they respectfully wait outside the bathroom if it is in use. Good attention and discussion is offered to promote hand hygiene, for example, if children have touched the bin or used a tissue. Children enjoy a wide range of fresh fruit and healthy snacks and they love the responsibility of helping to prepare these. For example, they take grapes from stalks, help to wash them and share them out. The childminder works closely with parents to ensure individual dietary needs are met and they discuss shared strategies to encourage healthy eating. Meal times are very relaxed and social occasions, with lovely interaction between the childminder and children, enabling them to eat at their own pace, make healthy choices and enjoy their food. Children benefit from sitting at child-sized furniture and their independence is encouraged well, although they assertively ask for help if they need to.

The childminder helps children to understand and value diversity through the provision of positive images, daily activities and play. Colourful posters, photographs and children's art work are attractively displayed, giving them a sense of belonging. Positive strategies, such as giving stickers are used to manage children's behaviour and the childminder has a very calm and sensitive approach. The childminder responds spontaneously with cuddles for babies as they need them. Children are encouraged to apologise if they have been unkind and the childminder ensures they do this in a meaningful way by facing each other. Gentle reminders about expected behaviour are given positively, such as 'can we use an

inside voice?' if others are sleeping. Children smile as the childminder gives plenty of meaningful praise and encouragement to which makes them feel good about themselves. They use lovely manners in their communication with others.

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	1
The extent to which children develop skills for the future	1

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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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