

Inspection report for early years provision

Unique reference number	501534
Inspection date	16/12/2009
Inspector	Pauline Garfield
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 was registered in 2001. She lives with her husband and four children aged 19, 17, 16 and 15 in Maltby, Rotherham. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder works with a co-childminder and an assistant. The childminder is registered to care for a maximum of six children at any one time when working alone, and for eight children when co-minding with her assistant or co-childminder.

The care is usually shared with the co-childminder and assistant. There are currently nine children on roll of which six are in the early years age group. The childminder supports children with special educational needs and/or disabilities. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group. The childminder is a member of the National Childminding Association and has an appropriate early years qualification.

The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is qualified and experienced and works exceedingly well with her co-childminder and assistant. She shows total commitment and a strong desire to make continuous improvement. Children are valued as individuals and feel very secure in the setting. Consequently, they make outstanding progress in their learning and development. Excellent partnerships with parents, schools and other agencies ensure the individual needs of the children are met.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop planning and assessment systems.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded as the childminder has an exceptionally high understanding of how to report any concerns, and the action to take if she is worried about a child in her care. 'Safeguarding Children Procedures' are readily available and the childminder's co-childminder and assistant are exceedingly well informed of their roles and responsibilities in line with the Local

Safeguarding Children Board. Systematic risk assessments are very regularly carried out for all areas of the home, equipment and for each individual outing. The childminder is highly motivated and enthusiastic about providing first class care and education for all children in her care. She has completed a very detailed self-evaluation with her co-childminder to ensure they have a consistent approach to working together to promote children's learning and development. She has identified that developing planning and assessment systems further will ensure outcomes for children are effectively promoted. The recommendation from the last inspection has been fully met and the childminder shows an excellent capacity to improve the service she offers further. For example, through regularly updating her training and professional knowledge.

The space in the childminder's home is exceptionally well organised into areas of learning, for example, a messy play area and a quiet area. Resources are of superior quality and positives images of equality and diversity are promoted through resources, activities and stories. Attractive table top displays are regularly changed and promote interest and learning. For example, a display includes pictures of the children and animals after a recent visit to a local attraction. The childminder and her co-childminder share equal responsibility for the care and education of children. The extremely effective very close working relationship with her co-childminder ensures continuity of children's care. Parents are very well informed through a number of ways. The childminder uses parent feedback forms, involves parents in determining their children's starting points in relation to their learning, and uses daily diaries, emails, photographs and conversation to promote children's all round development and learning. The childminder also works very effectively with local schools to complement children's learning.

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

The childminder very effectively plans activities for children around monthly themes and uses weekly planning to determine children's next steps in learning. Personal interests are always incorporated into the planning and additional spontaneous observations record and monitor children's milestones. Children have fun, thrive and make excellent progress as they play together cooperatively. Children of different ages play exceptionally well together and are included in all activities. They develop self-care skills as they know to hang their own coat on their named peg, and remove their outdoor shoes. Children develop their writing skills as they access a wide range of paper and pencils. They enjoy singing nursery rhymes and looking at books on a one-to-one basis with the childminder, and in a small group at story time.

Children gain a very good understanding of safety as they are taught road safety by the childminder. They talk about people who help them cross the road, such as the 'Lollipop person', and learning is reinforced through activities and road safety displays. The childminder positively encourages healthy eating by providing very nutritious meals and snacks. Children learn about foods from around the world and different names for different foods. For example, they celebrate Canada Day and talk about how cakes in Canada are known as 'cup cakes'. Children's physical

development is well promoted through movement to music sessions indoors, play equipment in the garden and special events, such as 'Summer Sports Day'. Children develop excellent skills for the future as they play with a range of equipment, such as a remote controlled aeroplane, electronic toys and access a computer.

Children learn to be responsible and well mannered through the childminder's careful and considerate role modelling. For example, children are encouraged to care and respect others which develops their self-esteem and self-worth. Children benefit from a superb range of sensory experiences, such as a holistic play session. The childminder sets the activity up in the lounge whilst her co-childminder cares for the children. Treasure baskets contain a vast range of materials which children explore with absolute pleasure and delight, totally engrossed in their play. The childminder introduces vocabulary to enable children to talk about their observations and experiences, for example, 'soft' and 'hard'. Children are exceedingly well behaved, happy and settled in the rich, superbly organised learning environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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