

Inspection report for early years provision

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Inspection date	15/02/2012
Inspector	June Rice
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 2001. She lives with her husband, one adult child and one child aged 16 years in Bessacar, near Doncaster. The whole of the ground floor is used for childminding and one bedroom on the first floor is used for sleeping. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and goldfish.

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. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part time basis. The childminder also offers care to children aged over five years to eleven years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 demonstrates a positive commitment towards continued improvement. She is extremely confident in the standard of care she provides and the self-assessment clearly identifies her strengths. The childminder has developed outstanding relationships with parents and other providers, giving utmost priority to children's welfare and learning and enjoyment. This ensures children continue to make outstanding progress in an environment in which they feel safe and secure. However, the childminder does not keep an accurate record of children's attendance. This is a legal requirement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of children's hours of attendance, for example, times of arrival and departure. (Documentation)(also applies to both parts of the Childcare Register)
- 16/02/2012

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

- develop further the use of self-evaluation, for example, provide opportunities for children to be involved.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She fully understands local safeguarding procedures and is very confident in her ability to implement them effectively in order to protect children. Parents receive a copy of all policies and procedures; these include written procedures to be followed in the event of lost, uncollected children and safeguarding. All required documentation is in place and clear risk assessments clearly identify possible hazards and the action taken to reduce any risks.

The childminder has developed outstanding working relationships with parents. For example, parents are regularly updated on their children's progress and well-being and the childminder has established very strong links with other early year's providers and this significantly enhances children's learning. The childminder very effectively uses self-evaluation and continuous self-reflection to monitor the effectiveness of her provision. She also provides parents with the opportunity to contribute through questionnaires. This gives her a very good understanding of how well her setting works and ensures that she actively contributes to the individual needs of every child. However, children are not given the opportunity to contribute to the evaluation process.

The childminder demonstrates that she knows her children exceptionally well. She supports their learning through an excellent range of activities and play opportunities. Systems for planning, observation and assessment are well developed. They provide an accurate record of children's progress and identify plans for their next steps. Inclusive practice is given priority in a setting that promotes equality for all. Children develop a positive attitude towards others through a variety of interesting resources and activities that encourage them to ask questions and learn about diversity.

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

Children are learning about keeping safe through their daily routine, activities and discussion. They learn about road safety, stranger danger and how to stay safe near water and railways. They are included in regular emergency evacuation practise to help them learn how to evacuate quickly in an emergency. Good health and well being is exceptionally well promoted through procedures that are rigorously implemented to prevent cross infection. For example, children wash their hands thoroughly before helping to prepare their meals, they observe surfaces are washed down before preparation and the cheese, meat and vegetables they use are kept separate during preparation. Robust systems are in place to record medication, accidents and existing injuries and parents acknowledge all entries. The childminder very effectively promotes healthy eating through an excellent range of activities and the provision of freshly cooked meals and healthy snacks. For example, children plant and grow strawberries, green

beans and a selection of herbs to use in the preparation of their meals. Outdoor activity is significantly enhanced through the provision of regular outings to parks, museums, farms, airports and train stations. Children also benefit from attending a variety of groups at the local children centre. Indoor activities are successfully extended into the outside play area which children of all ages are able to access freely.

Children are encouraged to develop habits and behaviour appropriate to good learners. They are exceptionally well behaved, very friendly and courteous to each other. They participate in group activities where they share and take turns. The childminder has an excellent understanding of how children learn and is extremely knowledgeable about the abilities of the children she cares for. This enables her to provide challenges that give children confidence in their abilities and helps them to succeed. Children are developing their knowledge and understanding of the world, communication and language skills, problem solving, reasoning and numeracy. For example, they skilfully construct a train track with 'an amazing bridge' and 'buffers that stop the train.' Children show they know what is going on around them and during a game of skittles they talk about the upcoming Olympic games. This topic extends their activity when the childminder introduces trophies which they hand out to their friends as they congratulate them for getting a 'strike' or for 'participating.' Young children join in activities with older children. They play exceptionally well together, taking turns and sharing. The childminder encourages children's recognition of numbers with her skilful questioning as they talk about what numbers are still standing and she asks 'can you do me a favour, just pass me the number seven please.'

Children wash and prepare fresh fruit for their snack, they wash grapes and strawberries count the pieces as they place them into a bowl. Children are encouraged to contribute positively. They help to cut the fruit, and make their own pizzas. As they prepare the strawberries children talk about the ones they grew and picked last year. When children smell a sliced lemon they remark 'the lemon reminds me of the flowers growing in my garden.' Children benefit from a wide range of activities that support their learning through play. They visit a chemist and veterinary surgery after playing doctors and vets in role play. They learn shapes as they cut out cookies, talk about colours during walks to the park and enjoy movement to music and singing popular rhymes. Their physical skills are developed as they join in games of croquet, badminton and football. They learn to climb steps to slides and use their bodies to negotiate climbing frames.

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	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	2
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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Documentation) 16/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Documentation) 16/02/2012