

Inspection report for early years provision

Unique reference number	EY100472
Inspection date	21/11/2008
Inspector	Carolyn Gifford
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2002. She lives with her husband and their youngest daughter, aged six-years-old, at Balby in Doncaster. The premises are within walking distance of schools, shops and play areas. The playroom, kitchen, conservatory and living room are available for childminding and there is a secure garden for outside play. There are toilet and hand washing facilities on the ground floor. The premises are accessible via a level path and small step to the front door. The family has a pet bearded dragon lizard, which is currently kept in a glass tank in the conservatory.

The childminder is registered to care for a maximum of five children under the age of eight years and is currently minding four children, three of whom are in the early years age group.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are very happy and settled in the well organised setting, where they are making good progress in all areas of their learning and development. The childminder provides an inclusive service where all children are welcome and she offers appropriate support to enable children to develop confidence to achieve and to feel fulfilled as individuals. The childminder carefully reflects on her practice and is aware of her own development needs. She is highly committed to improving her skills and knowledge, through training, to secure continuous improvement for her setting. She builds effective relationships with parents and others to ensure that children's welfare and learning needs are met.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment of children's progress in order to make clear links with planning for their individual learning and development
- further develop systems to monitor and evaluate the quality of the provision to lead to the identification of targets for improvement.

The leadership and management of the early years provision

The childminder demonstrates a very good knowledge and understanding of how to care for and successfully meet the individual needs of the children she minds. All required documentation, policies and procedures are in place to ensure the safe

and effective management of the setting. Parents receive copies, which means they are well informed and up to date about the childcare service provided for their children.

Safeguarding children is of very high priority to the childminder and she ensures that any adults who come into contact with the children are suitable to do so. The childminder has a good knowledge and understanding of safeguarding procedures and has appropriate systems in place to ensure children's safety. All reasonable precautions, both indoors and out, are taken by the childminder and she has completed a detailed risk assessment, where potential hazards are identified and minimised.

The childminder's home provides a stimulating and exciting environment for the children because it is child centred and resources are of very good quality and are readily accessible to the children. The childminder is constantly seeking new ways to improve her provision for the children and has used the self-evaluation form well to reflect on areas of strengths and weaknesses. The childminder is committed to providing opportunities that positively promote children's learning in all areas and is beginning to use observations of individual children to inform her planning and identify the next steps in children's learning and development . However, this area of her work and systems to monitor, evaluate and identify targets for improvement are not sufficiently developed.

Positive relationships have been established with parents, who are invited to share what they know about their child's needs and interests. This effectively contributes to the settling in process and maintaining continuity of care for the children. The childminder also communicates well with other settings involved in the children's care and shares information about activities the children enjoy.

The quality and standards of the early years provision

The childminder is developing a very good knowledge and understanding of the Early Years Foundation Stage. She provides planned, purposeful play and exploration opportunities, for both indoor and outdoor play, with a good balance of adult led and child initiated activities. She recognises the uniqueness of each child and actively encourages their natural curiosity as learners by providing enjoyable and challenging experiences across all areas of learning. Children participate with enthusiasm in activities that are well matched to their individual needs, interests and abilities. For example, when playing with cooked pasta, the childminder extends children's knowledge and understanding by asking open questions that encourages children to think critically and develop their use of language. Children discuss the feel and texture of the cooked pasta and talk about the similarities and differences when uncooked pasta is introduced into the activity.

The learning environment is organised extremely well to create exciting and stimulating play and learning opportunities that capture children's imagination and encourage independent choice. The childminder has high aspirations for quality and is deeply committed to the provision of quality care and education. She provides very good levels of support to ensure children's individual learning needs

are met effectively.

The childminder demonstrates a very good awareness of the individual needs of children, initially discussing with parents their children's likes, dislikes, dietary and health needs. This effectively contributes to continuity of care and ensures parents are fully involved. The childminder uses observations to identify what children know and can do and is at the beginning stage of linking observations to areas of learning and planning for the next steps in individual children's learning and development. Children confidently engage with each other and with the childminder and make decisions about they want to do.

Children make good progress in all areas of learning and have easy access to a varied range of quality resources and equipment. Children are able to match letters and sounds and are becoming aware that print carries meaning as they link activities to displays on the wall. For example, when playing the skittles game, children are able to name the colours of skittles and balls and match to colours of other items in the playroom and on display.

Children are cared for in a clean and safe environment, where the childminder takes effective measures to promote their health, safety and well-being. Children take part in a range of physical activities and are becoming familiar with the local community. They have the opportunity to socialise with other children and adults at local groups, which effectively contributes to their personal, social and emotional development. Behaviour is good and the children show consideration for each other as they play cooperatively and learn to take turns in games.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.