

Inspection report for early years provision

Unique reference number	EY100758
Inspection date	07/05/2009
Inspector	June Rice
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 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 was registered in 2002. She lives with her husband and three children aged fifteen, thirteen and eleven years in Sprotborough, near Doncaster. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a budgie.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently 10 children on roll.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding, as is the childminder's capacity to maintain continuous improvement. The childminder has very successfully taken steps to evaluate her provision, and meaningfully involved parents and children in the process. This helps to give her an excellent understanding of the strengths and areas for improvement. The provision is outstanding in the promotion of inclusive practice, it takes full account of children's individual needs and backgrounds, and ensures that the environment is fully inclusive. This practice is reflected in the excellent provision of policies and procedures that are fully implemented, inclusive and provided to parents. She has nurtured an outstanding working relationship with parents and this ensures that children's individual needs are given utmost priority.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to access and use more advanced information and communication technology (ICT).

The leadership and management of the early years provision

All documentation required for the safe and efficient management of the early years provision and to meet children's individual needs are very effectively maintained. Risk assessments are of an excellent standard and fully ensure appropriate actions are taken to manage or eliminate risks and help children to stay safe. The childminder works exceedingly well in partnership with parents and

others. She is flexible, reliable and approachable. Parents receive copies of policies and procedures, information about the Early Years Foundation Stage and they are extremely well informed about their children's progress and achievements. She is in regular contact with other providers of the Early Years Foundation Stage and this ensures that children continue to make outstanding progress.

Inclusive practice is excellently promoted in an environment that fully reflects the wider world and children's own communities through photographs, books, role play equipment and activities. The childminder demonstrates an excellent commitment to continued improvement and is fully committed to her continued development. She attends appropriate training which includes; child protection, disability awareness, equal opportunities and cultural awareness. She also has a NVQ level 4 childcare qualification. She has identified areas for further improvement which includes providing more opportunities for children to explore information and communication technology (ICT) equipment. Children's safety is paramount to the childminder. She works in partnership with parents and others to safeguard children, and demonstrates an excellent knowledge and understanding of safeguarding issues, policies and procedures.

The quality and standards of the early years provision

Children are helped to stay safe through the rigorous implementation of risk assessments, policies and procedures that ensure they use an environment, toys and resources that are in an excellent state of repair. They are taught to keep safe through their daily routine, activities and discussions that promote safety awareness. They learn how to carry out an emergency evacuation and clearly explain the procedure. They talk about safety in and out of the home, and enjoy activities and books that promote safe practice. For example, road safety, stranger danger and the right to say no. Children are helped to understand the need to be healthy. They independently choose snacks from a selection of fresh fruit, pour a glass of milk and talk about milk being good for bones and teeth. They make their own sandwiches from a selection of healthy fillings, choose water and yoghurt to drink. Prior to this, they wash their hands and explain it is to take away the germs. Good health is further promoted by excluding children who are infectious, the provision of individual hand towels and the use of disposable gloves when changing nappies.

The childminder has robust and rigorous planning, assessment and observations systems in place that actively contribute to ensuring children's next steps are identified and expertly planned for. These include questionnaires that help to give a very clear picture of where children are at point of entry, a summary of where children are at as they begin school and observations that clearly identify their next steps. The childminder's skills in supporting children's learning are excellent. For example, her teaching highly motivates children, she asks appropriate questions to help children think and work things out, she provides a rich, varied and imaginative environment that gives optimal challenges that are developmentally appropriate. This ensures children continue to make excellent progress. Children are very well behaved and display extremely good manners. They are helped to make a positive contribution by being included in the evaluation of the setting, and contributing to

the house rules. Children helped to develop skills that will contribute to their future economic well-being because the childminder fully implements the Early Years Foundation Stage, interacts exceedingly well with children and provides an interesting and active environment they find stimulating and rewarding. They independently and safely access a consistently excellent range of resources that are highly appropriate for children's ages and stages of development.

Children experiment with dough, the childminder encourages them to talk about what they are doing and introduces language for thinking. For example, she asks if they want it flat or in a ball, and asks them to share it out. They are encouraged to name the different shapes which are fruits and vehicles. Children explain they are doing some cutting, ask what the new cutters do and tell the childminder 'that's the sharp bit.' They use a tool to cut and when they ask her to help press the shapes out she encourages them to push gently with another tool. Children talk about different plants they are growing which include radishes, lettuce and onions. They are totally engrossed as they plant beans and the childminder uses excellent prompts to encourage their learning. For example, laminated sheets show a step by step guide to planting and growing beans and each card has a number which children are encouraged to name. They arrange three pots and exclaim 'look triangle,' count the seeds and display an excellent use of tools. Children give meaning to marks, they draw a 'duck with a sun hat' and give it a 'long beak.' When it changes to a 'big boat' the childminder prompts a conversation about safety around water. They enjoy working mechanical toys during imaginative play and explain how they work. However, children do not have access to more advanced information and communication technology, such as computers. They benefit greatly from lots of opportunities to explore their wider environment, and participate in physical activity.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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