

Inspection report for early years provision

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Inspection date	21/10/2011
Inspector	Thecla Grant
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2002. She lives with her two children aged 13 and 11 years of age in the Sprotborough area of Doncaster. The whole of the ground floor of the childminder's house is used for childminding. The childminder cares for children from Monday to Friday between the hours of 7.30am and 5.30pm. She also cares for children in school holidays. There is an enclosed garden available for children to play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly. The childminder is a qualified nursery officer with a level three qualification in Childcare and education. 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.

The childminder effectively supports the children in her care so that no group or individual is disadvantaged. Some systems are in place to monitor, assess and plan for children's learning. Good arrangements are in place to promote children's welfare, and well organised systems are available for safeguarding. The childminder successfully works in partnership with parents, and systems in place to work in partnership with others are developing. The childminder's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- observe children to find out what they are interested in and highlight their achievement or need for support; plan for the next steps in their learning
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the signs and symptoms of abuse and has devised a clear and concise policy for safeguarding children. This also includes a referral chart and what to do if an allegation was made against her or others in

her home. The childminder uses risk assessments as a working document these include all areas of her home to be assessed. The childminder actively promotes the security and safety of her home. For example, the main entrance to her home is locked and all dangerous toxic substances are inaccessible to the children. She has all fire prevention equipment and the emergency procedures are practised and recorded.

The childminder places a strong emphasis on seeking improvement. She has successfully devised systems to monitor her provision and uses childminding magazines to get ideas on how to develop. Through this she has recognised areas of weakness and put in place action plans to address these. For example, she has organised her play room so children can access all areas easily. As a result, outcomes for children have improved. Plans for the future are securely in place. Although parents are given the opportunity to evaluate the provision, they are not involved as part of the ongoing observation and assessment process for their children.

The childminder provides a warm and welcoming environment for the children with enough space for them to move around. Children learn about differences through resources that positively reflect the diversity of the local community. These are easily accessible and enjoyed by them. The childminder shows a clear commitment to improving her knowledge and has attended paediatric first aid and food hygiene training to improve the welfare of the children. The childminder has built some links with other providers of the Early Years Foundation Stage; she also uses the resources in the community, such as the local library and other childcare facilities, to extend the children's learning.

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

The childminder has a good knowledge of the Early Years Foundation Stage and effectively supports the children, by providing an enjoyable and challenging learning environment for them to make steady progress. Children over three-years use finger puppets to tell their own stories and develop their pencil control as they fill in the 'colouring in' books with various colours. Children under two years enjoy looking at the illustrations in the large book. They babble and point as they recognise familiar objects. Young children show that their understanding is greater than their ability to express their thoughts through language, as they follow the simple instruction from the childminder. To place the plastic foods into the bowl or trolley. Outdoors children over three benefit from physical development at the soft play gym and in the childminder's garden, where they access a range of sit and ride and wheeled toys. Their fine motor skills are developed through activities, such as threading. Children under two-years are encouraged to crawl through placing toys just out of reach on the large blanket spread out on the grass. Indoors the childminder promotes this area of development by placing toys in such a way, that they have to pull themselves to a standing position to get them. Young children learn about problem solving and reasoning by posting shapes; whilst older children have opportunities to develop their mathematical concepts through activities, such as baking. As a result, children enjoy their time and the

childminder's home and they achieve well. They are becoming active, inquisitive and independent learners.

Children's understanding of differences is promoted through a variety of resources and activities. For example, they enjoy dressing up and role play using the cultural clothes available. They learn what people around the world eat and happily play with small world toys and baby dolls that positively reflect ethnicity. The childminder also includes various cultural, religious and seasonal celebrations to teach children about the world in which they live. Children develop skills for the future through visits to the local community where they enjoy going to the library for story time and the park to feed the ducks. Children also visit the supermarket to learn where they can buy food. Children have a good range of mechanical toys to promote their interest in how things work. As a result, children are developing the skills they need in order to secure future learning. Planning is mostly adult led, therefore, children's interests are not effectively extended. The childminder has adapted her observations and assessments process for simplicity. However, these no longer include the next steps, and observations are no longer analysed to show children's achievements or their need for support.

Children regularly practise the emergency procedures. They learn about road safety and stranger danger. Children have well established routines and have a strong attachment to the childminder. They are confident in the surroundings and have settled well. Children are provided with healthy nutritious meals during the day. They learn about hygiene from an early age and are provided with separate flannels to dry their hands after washing. Children under two-years are settled and content because their health, physical and dietary requirements are well met.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	2
The extent to which children develop skills for the future	2

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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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