

Inspection report for early years provision

Unique reference number	EY222426
Inspection date	29/06/2009
Inspector	Maralyn Chiverton
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 has been registered since 2002. She is registered to care for a maximum of six children under the age of eight years. She currently cares for five children on the Early Years Register on a part time basis. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant and is currently caring for one child over the age of five years.

The childminder lives with her husband and three daughters aged four, 10 and eight years in Sprotborough on the outskirts of Doncaster. All ground floor rooms are used for childminding purposes. There is an enclosed rear garden which is used for outdoor play. The house is within walking distance of local amenities, such as schools, the library, shops and parks. The childminder takes children to and from school as well as to places of interest and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of care is good. The childminder's comprehensive understanding of the needs of the children in her care, as well as a high regard for children's individuality ensures all aspects of children's welfare and learning are promoted. Children are provided with an inclusive, caring and child friendly environment. The childminder has implemented a formal self-evaluation system which identifies areas for improvement to ensure continuous improvement. However, not all written policies and procedures reflect the changes to new legislation. The childminder fosters positive relationships with parents and other providers which are used to promote continuity of care.

What steps need to be taken to improve provision further?

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

- review all written policies and procedures to ensure they are in line with the new welfare requirements
- ensure fire evacuation procedures are recorded to identify and minimise any concerns which may arise to ensure children are kept safe at all times.

The leadership and management of the early years provision

Children are provided with an inclusive and welcoming environment. All required policies and procedures for the safe and efficient management of the Early Years Foundation Stage are shared with parents and ensure children's individual needs are well met. The childminder has introduced further policies and procedures, such as accidents and incidents, uncollected and missing children to further enhance children's safety and welfare. However, these do not reflect the changes to

legislation as they link to the National Standards which were previously in place. The use of written risk assessments which include management and elimination of risks, cover outings as well as both indoor and outdoor environments, further promote children's safety. However, fire evacuation procedures are not effectively recorded to identify and minimise any concerns which may arise to ensure children are kept safe at all times.

The childminder has a secure understanding of her role and responsibilities in keeping children safeguarded. She monitors her provision through the use of a detailed self-evaluation form which identifies targets for further improvement. The childminder has taken positive action to address recommendations made at the last inspection which has helped to further promote children's health and safety. There is now a written child protection policy in place which includes procedures for allegations against the childminder or member of her family and written permission is obtained for children to be cared for by an assistant. The childminder has further developed her policies and procedures.

Inclusive practice is promoted well through the childminder's clear understanding of working in partnership with parents and other providers. This helps to ensure that children's individual needs are met to promote achievement regardless of background. Parents receive written information about the policies and procedures used to underpin the running of the provision, and sign to say they have read and understood them. They are encouraged to be involved in their child's learning through discussion about children's starting points; what they have achieved and the activities they have participated in. Effective links with the local school and children's centre help to ensure progression and continuity of care.

The quality and standards of the early years provision

The childminder provides a very good range of exciting resources and planned activities which encourage children to be inquisitive, active learners and thinkers and further develop their learning. For example, she introduces small suitcases for children to 'go on holiday' and uses the activity as an opportunity to develop children's awareness that information can be relayed in print as they are given tickets and complete lists of what they will need to take. The childminder interacts effectively with children, promoting their language and communication skills through engaging them in conversation as well as extending their thinking through appropriate challenge. For instance, children are asked what transport they want to use, what will they need before they can board the aeroplane and why do passports need to have photographs on. An equal balance of adult-led and child-initiated activities allows children to independently further their learning and development and be creative.

Younger children are learning to classify by organising and arranging cars and understand variations in size as they describe seeing a small spider. Children are provided with real life experiences to promote their awareness of the wider world and local environment. For example they visit the local shops, library and feed the ducks in the park. Children's awareness of colour, shape and number as well as their bodies is well promoted through colourful posters which are displayed in the

children's play room. A well resourced outdoor area as well as participation in obstacle courses promotes children's physical development and enjoyment of exercise. Children receive an enjoyable and challenging experience across all areas of learning. The childminder has a very good understanding of how children learn through play. She has introduced individual files to assess and record children's progress. Children are able to link sounds to letters and form friendships with other children.

Children are provided with a warm and caring environment. They take responsibility for their personal hygiene and understand the reasons why. Children's awareness of the benefits of healthy eating are promoted through discussion about eating fruit and vegetables. They learn how to keep themselves safe as the childminder reminds them of safety rules within the home and they are kept safe on outings through learning about road safety. Children are well behaved and encouraged to show care and consideration for others. Toys and resources are safe and of a high standard; they are effectively deployed to meet the needs of all children who attend.

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.	2

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?	2
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?	3
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

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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

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

Met