

Inspection report for early years provision

Unique reference number	EY260143
Inspection date	07/09/2009
Inspector	Kathryn Margaret Clayton
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children in Conisbrough, Doncaster. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children under the age of eight years and there are currently seven children on roll aged from 10 months to 12 years. The childminder walks to local schools and pre-school groups to take and collect children. She attends the local toddler group and takes children to the library and the local park. She is a member of the National Childminding Association and holds a Nursery Nursing qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive service where all children's individual needs are effectively met. Children are well supported in their learning and development and make good progress. Most aspects of children's welfare is successfully promoted and they are safely protected in the childminder's care. The close working relationship the childminder develops with parents helps the children to be happy and settled and to learn effectively. The childminder also makes useful links with other providers. By completing the recommendations raised at the last inspection she shows a good capacity to improve.

What steps need to be taken to improve provision further?

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

- further develop the risk assessments that have been completed for outings to consider more of the specific aspects of each outing undertaken
- improve hygiene standards for hand drying in the first floor bathroom.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a clear policy in place and understands the signs and symptoms that may cause her concern. She undertakes regular training and has all of the necessary contact numbers in place should she need them. The childminder makes sure parents are aware of how to complain should they wish to. Parents are given good quality information about the childminding service, including all of the supporting policies and procedures. The childminder holds a relevant qualification and understands the importance of continually improving the service she provides. She evaluates her practice effectively and has made a commitment to undertake training to keep up to date. She has identified areas that will help her to develop, for example, completing

further risk assessment training. The wide range of resources are readily available to children and well-organised, mainly within the hallway and children choose what they would like to play with. They are careful with resources and pack them away before choosing something else. The childminder encourages them not to be wasteful and helps them learn about recycling garden waste and paper.

Relationships with parents and carers are effective in helping children to settle easily and progress well. The childminder make sure she gathers as much information about the individual children as she can over the first few weeks they attend. This is done through working closely with the parents. Older children talk about what they like to do and make a list of their favourite foods. All individual needs, including family circumstances and dietary needs are clearly understood by the childminder so that she can ensure all children are equally valued, supported and included. All observations and assessments are shared with parents. Should they wish to, parents can have a communication diary which includes photographs and notes on what children have been doing and they add individual comments. Parents are also invited to help the childminder to evaluate her service. The childminder makes effective links with other providers the children attend, so that they can work together and provide a complimentary service that aids children's enjoyment and learning.

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

Children who attend the setting enjoy a wide range of interesting activities; they are safe, happy, confident and very well supported by the childminder. Children's interests are a key starting point for the planning of activities. For example, a child who shows a keen interest in dinosaurs is encouraged to match, sort and count them. At the same time the childminder extends children's learning by challenging them to use and understand mathematical language as they find dinosaurs that are the same, different, bigger and smaller. A visit to the library to find books about dinosaurs further consolidates children's learning. Children progress well because their achievements are identified through regular observations that are used to identify the next steps in their learning linked to the Early Years Foundation Stage framework. Children have good opportunities to be creative when they design and make their own picture frames, make faces of how they are feeling, play imaginatively with a good range of role play equipment and dress up as different characters. They find out about the natural world when they visit a local farm to see the animals or grow vegetables in the garden.

Children's health is promoted because they are very active. They choose to play both indoors and outdoors and regularly visit the local park. They show increasing skill with a range of equipment, such as bats and balls. Children enjoy healthy meals and snacks, such as fresh fruit, vegetable sticks and chicken with fresh vegetables. The childminder protects children by making sure risks within her home are identified and minimised. Children learn about how to stay safe on outings when they discuss with the childminder issues such as 'stranger danger'. They learn to be independent and play within their own safe boundaries. For example, older children understand that they cannot let a baby handle small items.

The childminder has completed a risk assessment for the outings she undertakes, however, there is not enough specific detail within them relating to the risks that they may come across on these outings. For the most part hygiene routines are effective in promoting children's good health. Tissues are readily available and used by young children, the home is clean and nappy routines are undertaken in a hygienic manner. Although there is liquid soap and warm water available in the first floor bathroom for children to wash their hands, they all use the same towel for drying their hands and this poses a risk of cross contamination.

Children behave very well, they gain a sense of belonging as they have their own place to put their personal things. They understand the rules of the house and the childminder is calm and encouraging at all times. This helps all children to be fully involved in activities at their own level. The childminder understands how to meet the needs of all of the children who attend. She has taught them about the importance of working together and sharing through discussions on bullying. As a result children cooperate and play happily together. Children's awareness of different and diversity within our society is raised as they use good resources, such as books and play people that show positive images. Activities undertaken reflect children's interests, for example, when children expressed an interest in finding out about mosques, the childminder took them to the local library to find and share books on the subject. Discussion within the home are a key factor to promoting children's communication language and literacy skills well. There are a number of technology toys available for babies and young children who show developing skills. The childminder works closely with parents to help children be prepared for attending another setting, such as school. One example of how this is done is by promoting young children's independence skills in being able to put on their own coats and shoes.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	3
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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