

Inspection report for early years provision

Unique reference number	EY263158
Inspection date	23/08/2011
Inspector	Paula Fretwell
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 has been registered since 2003. She lives with her family in Doncaster. Local shops, schools and parks are within walking distance.

The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years and there is one child on roll. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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.

Children are very happy and secure in the childminder's inclusive and welcoming setting. They are confident through supportive relationships with the childminder and effective partnerships are established with parents. Documentation, such as policies, procedures and daily records is very well maintained and the childminder has begun to monitor and evaluate the quality of her provision. The childminder has a good understanding of the welfare, learning and development requirements of the Early Years Foundation Stage and she is committed to providing high quality care for children to learn and develop through play.

What steps need to be taken to improve provision further?

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

- improve the systems for evaluating and monitoring the quality of the provision, for example, by seeking the views of parents and children
- improve links with other settings that children may attend in order to promote partnership working and improve outcomes for children

The effectiveness of leadership and management of the early years provision

Safeguarding children is given high priority in the childminder's setting. Children are very well safeguarded because the childminder has a clear understanding of her role in protecting them from abuse and neglect and she is proactive in seeking regular training to update her safeguarding knowledge. Clear procedures for the protection of children are known by the childminder and relevant contact numbers are easily accessible should there be a need to report any concerns or allegations. Children are supervised at all times and the childminder skilfully observes their

play, enabling her to plan suitable activities for their individual needs. Documentation is well maintained to ensure children are kept safe, protected and supported. Risk assessments are completed to keep children safe, with potential hazards minimised. Children learn how to play safely through effective discussion, activities and practice. For example, fire safety is learned through regular evacuation practises and children are involved in discussion about taking care, such as when using scissors. The childminder ensures that children feel comfortable in the presence of other adults, such as during the inspection and she offers a reassuring presence.

Resources and activities are very well organised to offer interesting learning and development opportunities to the children, enabling them to make effective progress in all six areas of learning. Equipment and space are utilised to good effect, depending on the children's individual needs. For example, they use their designated play area to access a good range of toys and equipment or sit to the kitchen table to do arts and crafts. The childminder skilfully manages children's growing need for independence and encourages them to do things for themselves. For example, they determinedly take the lids off the play dough containers and they tidy away activities when they have finished playing, triumphantly announcing that they can do this by themselves.

The childminder clearly enjoys her work with the children. She has a good knowledge of the legislation to which she works, with full regard for children's welfare, learning and development. The childminder demonstrates her knowledge of children's abilities through accurate discussion about their development, along with written observations in their individual books in line with parents' wishes. Chats take place with parents each day so that they are involved in what their children have been doing and parents are welcome to ring at any time. The childminder has begun the process of evaluating the quality of her own provision, although this does not do justice to the provision and she does not seek the views of children and parents currently using the setting to help her in this process. The childminder is aware to establish links with other settings children may attend in the Early Years Foundation Stage, although these are not yet fully robust in order to promote partnership working and improve outcomes for children.

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

Children benefit from high levels of individual care in the childminder's friendly and welcoming environment. Lovely relationships with the childminder enable children to be self-assured and happy. Children engage in self-chosen challenges and the childminder facilitates their choice of play, responding well to their interests. The childminder engages children in plenty of conversation to extend their vocabulary and there is plenty of chatter and banter shared. Children show very good levels of concentration and they persevere for a long time doing activities of their choice. This is reinforced through the childminder being on hand to give attention and join in with their play. For example, children enjoy using play dough and they play endlessly, counting, sorting colours and shapes and making patterns. The

childminder uses these opportunities to introduce mathematical language and new words. Children explore different textures in collage activities and they examine shiny shapes, pom-poms, glitter and feathers, commenting on how they feel as they create their pictures. Children talk about outings they have been to with the childminder, such as the garden centre or soft play areas. The childminder promotes equality and diversity within all activities and she encourages children to understand and celebrate people's similarities and differences. Each child is valued as an individual and the childminder knows their personalities, preferences and unique qualities.

Children's health is promoted well and the childminder understands each child's dietary needs, offering healthy meals and snacks and working closely with parents. Children are consulted about what they would like to eat and the childminder encourages them to make simple choices, working with their personal preferences whilst ensuring suitable nutrition. Policies, procedures and hygienic routines effectively support children's personal health needs. Children know when they need to wash their hands, such as before having lunch, and paper towels are used to minimise the spread of infection. The childminder helps children to understand their own physical needs through discussion, such as when they may feel tired or hungry. They talk about when they have felt poorly and when they have felt better and they understand the need to rest. Regular opportunities are offered to support children's good health and they benefit from daily walks in the fresh air or playing in the childminder's garden.

Positive strategies are used to manage children's behaviour. Meaningful praise is frequently given and the childminder offers plenty of positive attention, using affectionate eye contact and facial expressions to enable children to feel valued and special. Children are all fairly and equally included and mixed ages of children are managed well, encouraging them to be considerate of each other. The childminder works closely with parents to establish consistent approaches for promoting good behaviour. Children use lovely manners, which the childminder models and reinforces in daily conversation.

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	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	3
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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