

Inspection report for early years provision

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Inspection date	24/11/2009
Inspector	Carolyn Gifford
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.

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 2005. He lives with his wife and two children aged two years and 10 years old at Cantley in Doncaster. The whole of the ground floor is available for childminding, which includes a lounge, dining room, playroom, conservatory, kitchen, hallway and downstairs toilet with hand washing facilities. There is a first floor bathroom and two bedrooms also available for childminding. The setting offers overnight childcare. The premises are accessible via a level driveway and path and one step to the front door. There is a fully enclosed garden for outside play.

Local schools, play areas and shops are within walking distance.

The childminder is registered to care for a maximum of five children under eight years old at any one time. There are currently four children on roll, one of whom is in the early years age group. Children attend for varying days and times.

The childminder works with his wife, who is also a registered childminder.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is a member of the National Childminding Association.

The childminder works in partnership with other settings providing the Early Years Foundation Stage (EYFS) framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides very effectively for their needs. All children are welcomed into the setting and the childminder provides very good levels of support to enable each child to reach their maximum potential. The childminder is knowledgeable regarding the EYFS and recognises the need to continue to develop his knowledge and skills in this area to maintain continuous improvement. He has an excellent relationship with parents, which effectively contributes to ensuring that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- continue to develop skills in linking observations and assessments to the planning of challenging experiences for individual children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of awareness regarding children's overall safety and fully understands his role and responsibilities regarding safeguarding children. There are detailed policies in place and the childminder knows the signs and symptoms to look out for and the procedure to follow if he has concerns about children in his care. He is vigilant regarding children's safety and comprehensive risk assessments are very effectively implemented to ensure the environment, inside and out, is safe and secure. Children show a strong sense of belonging and confidently use all areas of the premises available for childminding.

The childminder works very effectively in partnership with parents and other providers, organisations and services to promote the learning and well-being of the children attending. These links are very well supported by efficient systems for information sharing. For example, the childminder discusses individual children's starting points with parents and shares information on a regular basis with parents and other providers about children's progress. This effectively contributes to ensuring that there is continuity of care and learning for the children.

The childminder identifies priorities for improvement that are driven by effective systems for self-evaluation. He is very well organised and has an evaluative approach to self-assessment. He is pro-active regarding continuing to extend his knowledge and understanding of how young children learn and develop, and accesses relevant training opportunities. Planning and observations systems are comprehensive and the childminder identifies learning objectives for individual children. He has a positive attitude regarding the need to further develop this area to maintain the high standards achieved so far.

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

Children are cared for in a clean and very welcoming environment where their good health and general welfare are effectively promoted. Children are offered healthy and nutritious food and learn about the benefits of good food, fresh air and exercise via discussion and activities. Posters and other visual aids help children to learn to manage their own personal hygiene needs, which effectively contributes to children developing a healthy lifestyle.

Children are settled and actively involved in the setting. The environment is extremely well resourced with readily accessible and stimulating learning experiences that support children's development across all areas of learning. The childminder is committed to offering a very rich, varied and imaginative environment. For example, children enjoy playing with musical instruments and 'cause and effect' toys that effectively contribute to developing their problem-solving and critical-thinking skills. The childminder's use of observational assessment and well informed individual records clearly track children's progress

and identify the next steps in their learning and development. There is a good balance between adult-led and child-initiated activities. The childminder enthusiastically plays with and alongside children and, as a result, they show good levels of concentration and become deeply involved in their play and learning.

The childminder has an extremely positive attitude to and understanding of equality and diversity. Activities and experiences are planned and are tailored to children's interests and adapted according to their individual capabilities. This means that all children are fully included and develop a positive self-esteem as their attempts and achievements are recognised with lots of praise and encouragement. For example, children happily copy and join in with a clapping activity and extend this activity to take the lead. The childminder uses great skill as he talks to children and helps them to maintain interest and increase levels of communication with lots of smiles and chatter.

Children are developing a secure awareness and understanding of how to stay safe through consistent boundaries and a well organised and accessible learning environment. Children are routinely reminded to be aware of their own and each other's safety via discussion and activities that help children to consolidate their knowledge and understanding. Children interact very well with the childminder and confidently use all areas of the premises available for childminding. Behaviour is very good and the childminder actively encourages children to value and respect each other's similarities and differences and to consider the feelings of others. He talks to children about what is acceptable and unacceptable behaviour and his effective use of praise and encouragement helps children to learn right from wrong in a caring and supportive environment.

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	1
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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