

Inspection report for early years provision

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Inspection date	19/04/2010
Inspector	June Rice
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 2006. She lives with her husband and two children aged six years and eleven years in Doncaster, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, including the small bedroom and bathroom on the first floor. The family have a dog. The childminder collects children from the local school and goes to several toddler groups regularly.

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 currently has six children on roll, of which four are in the early years range. 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 register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates an exceedingly positive attitude towards continued improvement, she sets her standards high and continues to attend relevant training which enhances all aspects of her provision. She uses reflective practice to evaluate her provision and correctly identifies her strengths. She has improved some aspects of her provision since completing her most recent evaluation. The childminder gives the utmost priority to children's welfare, care and learning. She has well established systems in place that have nurtured exceptionally good working relationships with parents and others. This ensures children continue to enjoy learning through play in an environment, where they feel safe and secure.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider ways to enhance the opportunities for children to freely access craft activities throughout the day, promoting their independence and choice.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates a very good knowledge and understanding of child protection and the procedures to follow. She ensures appropriate suitability checks are in place, records visitors and has clear policies in place in the event of lost or uncollected children and safeguarding. These are reviewed regularly and shared

with parents. She continues to attend training which enhances all aspects of her provision, such as healthier food, special diets, and extending the Early Years Foundation Stage, creative development through play, planning, safeguarding, and patterns of learning. She has also acquired a level 3 in childcare.

The childminder has a very clear understanding of how well her setting works through the ongoing use of reflective practice. She includes children and parents in the self-assessment process and this ensures that she continues to meet their individual needs very effectively. She has developed robust and innovative systems to ensure she liaises very effectively with parents, other professionals, and providers of early years to ensure children continue to make the best progress they can. For example, parents are provided with daily diaries that include detailed information about their day and their achievements, and they have access to their children's personal progress records. Their progress records are also shared with other early years providers and schools with permission from parents. Children benefit from visits to schools and nurseries which support them through their transition stage. This has a very positive effect on children's learning and well-being. The parents' notice board displays useful information about the setting and the Early Years Foundation Stage which keeps them very well informed about how their children's learning.

Inclusive practice is promoted very effectively through an environment that reflects the wider world and the children's own communities, through photographs, books, posters and role play equipment and activities. Following previous recommendations the childminder has improved the record of medication and updated parental consents to include medication and first aid. This has improved the safety of children.

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

The environment is very conducive to children learning through play. It encourages children to follow their own interests while providing alternatives through a wide range of resources and activities that they find interesting and motivating. Children are able to independently select most resources with the exception of craft materials other than mark making equipment. This limits children's choices when it comes to freely expressing their imagination through craft. The childminder provides an environment that is rich in labels, both indoors and outdoors, and this encourages children's interest in letters, numbers, shapes and colours. The outdoor environment is used very effectively alongside regular outings to parks, museums, farms, and drop in centres. This successfully promotes children's learning about their wider environment, while they benefit from lots of fresh air and physical activity. Children's work and photographs are prominently displayed which help children develop good self-esteem and illustrates to parents the wide range of activities children participate in. The childminder knows what children can do on entry and maintains an excellent record of children's progress which clearly link to the Early Years Foundation Stage. Observations and assessments are used very effectively. They identify children's capabilities, what they are learning at other provisions and plans for their next steps.

The childminder ensures that children are kept safe in their environment and during outings, through the robust implementation of policies, procedures and risk assessments. Children are learning about keeping safe through their daily routine, activities and discussion. They are reminded not to run inside, and how to use equipment and resources safely. Children are included in emergency evacuation practice and learn about road safety through the use of flash cards and role play. They talk about stranger danger and are kept fully informed about expected visitors. The childminder shares this information with parents to enable children's learning to be extended. Children's good health and well-being is successfully promoted through visual aids and role play that promote exercise and healthy food choices. For example, children shop locally for fresh fruit and vegetables, they grow vegetables and benefit from daily exercise and fresh air regardless of the weather. Children are aware they need to drink more after exercise and during warm weather, and they are able to rest and sleep when they need to. Children are aware of good hygiene practices. They explain how they wash their hands to get rid of the germs, they have their own face clothes and hand towels, which help reduce the risk of cross infection. Children are fully included at snack time. They choose what they want to eat, help to prepare snacks, lay the table and pour their own drinks. Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs, and those of others. For example, they use polite language, and are learning to share and take turns, and show concern for their friends. The childminder displays excellent behaviour management skills which support children well and help them think about the effect of their actions on themselves and others.

Children are helped to develop skills that will contribute to their future economic well-being. They are encouraged to be active learners, be creative and to think, which helps them continue to achieve. The childminder has an excellent understanding of how children learn, and is knowledgeable about the abilities of the children she cares for. This enables her to provide appropriate challenges that give children confidence in their abilities and helps them to succeed. She uses excellent prompts, encourages children's imagination and uses open ended questions. Children enjoy craft activities that help to promote their fine motor skills, imagination and communication skills. They are learning to use tools, such as scissors and are praised for good cutting out. Children are encouraged to name the colours yellow, green, blue and red as they show off a recent piece of art made from coloured elastic bands. This initiates a conversation about different patterns they have made and their favourite colours pink, purple and green. Children request a story, they select a book and sit close together in a small group. They listen intently and become engrossed as they relate to the story and talk about when they go swimming. The childminder encourages the conversation and asks questions that help them think about safety. They explain they need to wear arm bands so they don't sink and that the floors at the swimming pool are wet. Children change the conversation and ask if they can jump like they did yesterday. They explain that they are learning about frogs and that frogs eat flies. They demonstrate by jumping on all fours and putting their arms out to fly. Children confidently climb steps to the top of the slide and push themselves down to yells of 'watch me.' They take turns and are careful not to knock each other. Their co-ordination and balancing skills are promoted well, as they put lots of effort into

jumping and running to a popular circle game. They remove their coats say they are warm, and talk about the effect of exercise on their bodies.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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