

Inspection report for early years provision

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Inspection date	21/10/2009
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 2006. She lives with her husband and four children aged four years, five years, nine years and 11-years-old at Balby in Doncaster. There is a playroom, hallway and dining kitchen available for childminding and a downstairs toilet with hand washing facilities. The premises are accessible via a level driveway with no steps to the front door. There is a fully enclosed garden for outside play. The family have a small pet dog. Local play areas and shops are within walking distance.

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

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

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

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 individual needs. All children are welcomed into the childminder's home and she provides very good levels of support to enable each child to reach their maximum potential. The childminder has a good knowledge and understanding of the EYFS and recognises the need to develop existing systems for continued successful implementation. She demonstrates a very good capacity for continuous improvement as she accesses relevant training opportunities to extend her knowledge and understanding of how young children learn and develop. Whilst the childminder is vigilant regarding children's safety, she does not have a risk assessment in place for each type of outing, which is a breach of requirements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- update the record of risk assessment to include assessments of risks for each type of outing (Safeguarding and promoting welfare).

04/11/2009

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

- continue to develop existing systems for observing and assessing children's progress in order to make clear links with the planning for their individual learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibilities with regard to safeguarding children and knows the procedure to follow if she has concerns about children in her care. She also helps children to learn to keep themselves safe as she discusses road safety and 'stranger danger' when on routine outings. The childminder has risk assessments in place for all areas of the premises used for childminding and although she does not have risk assessments in place for each type of outing, she does visually check play areas before children access them.

Written policies and procedures that underpin important elements of the childcare are implemented very well and shared effectively with parents. The childminder does reflect on and evaluate her practice. She demonstrates a clear commitment to the further development of her knowledge to support the continuous improvement of her childcare service, via accessing relevant training opportunities.

The childminder has developed very positive links with parents and other professionals providing the EYFS, which effectively contributes to ensuring continuity of care and learning for individual children. These links are very well supported by good systems for information sharing. Parents are openly welcomed into the setting and praise the childminder's commitment and her caring and flexible approach. The childminder knows individual children well and creates an interesting, stimulating and inclusive learning environment for all children. Children's individual learning and development records are maintained well and the childminder has developing systems in place that cover all areas of learning and highlight how children are progressing given their starting points. However, although the childminder verbally demonstrates a good understanding of how she plans to help children attain the next steps in their learning and development, this is not clearly recorded.

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

Children are happy, settled and actively involved in the setting, independently exploring and selecting resources as they are given time to pursue interests at their own pace. The learning environment, both indoors and out, is very well resourced and toys and equipment are readily accessible to the children. The childminder plans age appropriate activities and offers children learning opportunities to support their development across all six areas of learning. The childminder uses observational assessments to inform her planning and ensures

there is a good balance between adult led and child initiated activities.

A positive attitude to equality and diversity and a good range of resources promoting positive images in all areas of equal opportunities, ensures that the individual needs of each child are effectively supported. The childminder plans activities and experiences tailored to children's interests and encourages them to express their ideas in a variety of ways, through music, mark-making, messy and imaginative play. For example, the playroom is set up to reflect children's individual interests and is currently set up as a 'kitchen', where children develop their imagination and physical skills, such as pouring when making 'tea'. The childminder asks open questions, which effectively contributes to children developing their problem solving and critical thinking skills. Children enjoy cutting pictures out of catalogues and use descriptive language when indicating which toys they would like to have.

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 have the opportunity to mix with other adults and children, which helps them to develop confidence in different situations and settings, such as pre-school groups. Their attempts and achievements are recognised and enthusiastically praised, which effectively contributes to children developing a positive self-esteem.

Mealtimes are relaxed social occasions where children engage in open conversations, talk about preferences, make independent choices, and eat well balanced healthy meals and snacks. The childminder encourages the children to develop an understanding of the importance of exercise to help them to develop a healthy lifestyle. Behaviour is good and the childminder actively encourages children to respect each others similarities and differences and to consider the feelings of others. The childminder talks to children about what is acceptable and what is unacceptable behaviour. Her skilful 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	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

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

Met