

Inspection report for early years provision

Unique reference number	EY339739
Inspection date	07/07/2010
Inspector	Lynn Rodgers
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 two teenage children in a detached house in a suburb of Doncaster, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house, including the first floor toilet facilities, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered for five days a week, various days and times, all year round. The childminder is registered to care for a maximum of six children, under eight years, at any one time, and is currently minding five children, of whom two, are in the early years age group. The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler group, and regularly meets with fellow childminders. She is a member of an approved childminding network. The family has a dog.

The childminder holds a level three qualification in childcare and education. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a very clear understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. All children are valued and welcomed into her home and their needs are fully established and met, through discussions with their parents and observing the children at play. The childminder strives to improve her setting by acting upon any suggestions from both the parents and children, she welcomes any comments about her provision. However, there is an area for improvement, regarding the system for self-evaluation.

What steps need to be taken to improve provision further?

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

- strengthen the existing system for self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder is proactive in the safeguarding of the children. She has completed relevant training and has a good understanding of the procedures to follow, to ensure the welfare of the children in her care. There is a robust system for carrying out risk assessments in areas accessed by the children. There are separate risk assessments for outings, trips and visits, and the childminder keeps a record of any hazards, and the action taken. Fire evacuation is regularly practised

with all children and the evacuation plan is displayed. There is a suitable fire blanket in place, smoke alarms on all levels, and a carbon monoxide monitor. All other required safety equipment is in place and regularly checked. The childminder ensures all her documentation is readily available for inspections. Self-evaluation is done through discussions with parents and children, and acting upon their suggestions and requests, however, the childminder has yet to complete the self-evaluation document. The childminder embeds ambition through continuing to provide care and education for the children to help them progress and reach their achievements. Resources are effectively used and there is an extensive range to stimulate and interest the children. The childminder rotates these regularly and takes into account children's capabilities and interests when planning suitable activities. The toys and equipment are presented to the children in a very pleasing way and are clean and in excellent condition. Planning of children's activities is informal, but their interests and starting points are taken into account and the childminder records their individual next steps.

The effectiveness with which the setting promotes equal opportunities is appropriate, because all children are treated as individuals and with equal concern. The childminder meets children's individual needs well, and spends equal amounts of time with all of them. She is ready to greet them as they arrive and they are familiar with the daily routines. The childminder gathers all relevant information about the children from parents and records these details. The parents are fully conversed in the day-to-day running of the setting, what their children do and where they go. Verbal feedback each day ensures there are no issues that cannot be sorted out. Behaviour is positively encouraged and promoted through, achievable boundaries and appropriate methods of managing a wide range of children's behaviour. Partnerships with parents and other carers are established and shared information ensures all parties are fully aware of what the children do and at what stage in their development they have reached. Parents have details of all policies and procedures and know what to do if they wish to make a complaint. They receive written contracts, daily verbal feedback and they take an active part in their children's education. The childminder engages with parents and children. She is fully involved with the children's activities and actively encourages them to extend their imaginations and initiate their own play. The premises are very clean and welcoming, and there is sufficient space for children to move around freely.

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

The childminder ensures the activities she provides are tailored to children's individual needs and focussed on the six areas of learning. She uses photographs to illustrate her observations and assessments. She looks at what children can do and takes into account their ages and stages of development, their interests and dislikes. The childminder refers to the early years guidance to ensure the children are making significant progress. Children show skills in sharing, taking turns and following boundaries and rules, they are beginning to respect each other and know right from wrong. They respond very well to each other and adults, generally they behave well and readily share information. They access fresh air and exercise each day in some form or other, and take part in outdoor activities most days. They

develop small and large muscle skills as they access everyday activities, malleable and construction materials. Children's creativity is fostered through a wide range of activities that stimulate and encourage them to use their imaginations. They participate in baking, role play, stories, dancing, drawing and painting. Older children are beginning to write their names and some familiar letters. They chat to each other, look at books and access a variety of games to encourage language skills. They communicate well, respond to open-ended questioning, are able to converse with each other and adults, and hold meaningful conversations. The children are learning to problem solve in everyday activities. They count, recognise colours and shapes, use models to express themselves and work out how things fit together. Children's awareness of the world is fostered as they plant seeds, take part in food tasting sessions and look at different types of food available. They engage in dressing up, visits to farms and parks, role play and home corner. The children talk about seasons and the weather, celebrate festivals, and read stories and books about other families, countries and cultures.

The childminder helps children to feel safe through the provision of a secure and organised environment. She reminds children about safety when they go out and to be aware of what is dangerous, both indoors and outdoors. She enforces road safety on outings and the school run, makes sure children know to keep with her. They have discussions regarding stranger danger, stray animals, what is dangerous in the garden, and looking and being aware of large equipment in the park. Children are fully supported and supervised at all times, and the childminder never lets strangers into her home. She encourages the children to tidy up and to follow the house rules for behaviour. The children adopt a healthy lifestyle as they are provided with healthy and nutritious food, taking into account any religious or dietary requirements. The children sit together to eat, they help to prepare food and drinks, and are very capable and skilful in what they do. The childminder is proactive in the prevention of the spread of infection and has well established routines to ensure the good health of the children is fully supported. Daily routines ensure children's changing needs are met. The childminder encourages the children to learn how to behave well, and respect each other and adults. They follow house rules, know right from wrong even at an early age, and are taught good manners. Children are able to join in, make friends and respect each other, taking into account their diverse needs and backgrounds. Any name calling is discouraged and appropriate explanations ensure children know what to do. Children have access to technology in toys and equipment, have access to a computer, and other electronic games. They are beginning to understand the wider world, demonstrated through their play and communications. They participate in topics to extend their imaginations and take part in festivals and celebrations. Children have the opportunity to socialise with other children from different cultures and backgrounds, they enjoy exploring the local and wider 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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