

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Tracey Jane Outram
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 partner and their son aged nine years in Sunnyside, a suburb of Rotherham. The ground floor of the childminder's home is mostly used for childminding purposes. The children have access to a dedicated playroom and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register. She occasionally works with an assistant and is registered to care for a maximum of six children; there are currently nine children on role, of whom, five are in the early years age range. The childminder holds two National Vocational Qualifications, they are both appropriate to her work with children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a high quality environment from which children prosper. They participate in a range of exceptionally well organised activities and experiences, which successfully support their social, emotional and intellectual development. The childminder is caring, sensitive and devoted to the welfare of the children. She takes extremely positive steps to ensure that effective working practices are firmly rooted within the daily practice. Consequently, the children receive constant and valuable support which helps them to make progress. Effective systems are in place to identify key strengths of the provision and make plans for the future, which are aimed at extending the children's learning and development.

What steps need to be taken to improve provision further?

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

- increasing the children's awareness of sustainability in such areas as the provision of food and drink and efficient and effective use of resources
- developing the systems of self-evaluation to closely involve parents, children and the comments of others who work in close partnerships.

The effectiveness of leadership and management of the early years provision

The children flourish in the care of the dedicated childminder who has an excellent knowledge of the Early Years Foundation Stage. She works determinedly to provide exceptionally high standards of service that provoke excellent outcomes for children. Highly successfully policies and procedures are vigorously and consistently implemented. Consequently, she is able to make sure any concerns in

relation to children's good health and safety are prioritised and dealt with effectively. The childminder conducts highly effective risk assessments and takes positive action to manage and reduce hazards both on and off the registered premises. This includes ensuring that both she and her assistant attend regular training. This helps to ensure that they are prepared to act swiftly and follow local procedures if there are any concerns that children are being abused or neglected.

The environment is well organised and the first-rate equipment is effectively deployed. Likewise, the childminder is exceedingly skilled at using her time and adapting resources to meet the children's individual interests and developmental needs. Equality of opportunity is constantly considered and the children gain knowledge about other people's faiths and cultures. This helps them to realise the value of community cohesion and the harmful effects of discrimination, racism or bullying. The children receive excellent and well focused support in their play-based activities because the childminder recognises and actively addresses the uniqueness of each child. This is further enhanced due to the childminder's willingness to work closely with parents and other providers who have responsibility for the children. This creates a commons sense of purpose for all adults involved in the care, learning and development of the children. The childminder recognises the crucial role that parents play in children's achievements and learning. Consequently, she takes positive steps to provide a range of excellent documentation about the Early Years Foundation Stage children's progress.

The childminder is highly ambitious for the future development of her service and consistently looks to ways of making improvements. She uses self-evaluation to accurately analyse the strengths and weaknesses of the early years provision but as yet has no systems in place to actively involve the views of children and their parents. Since the last inspection, the childminder has taken a number of extremely positive steps to address recommendations and improve outcomes for children.

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

The childminder has secure systems in place to close identified gaps in the children's achievements by making clear plans for their future development and learning. This is achieved through the implementation of highly effective methods of making observations, planning and the effective evaluation of the learning environment. The childminder has an exceptionally good knowledge of the children's development and she understands the importance of the effective deployment of resources. For example, carefully considered provision for babies includes toys which are decorated with geometrical black and white patterns for visual stimulation. In addition, young children benefit from heuristic play with aesthetically pleasing treasure baskets while older children engage in imaginative play with beautifully presented small world resources, such as dinosaurs with bark. This supports their sensory development and encourages exploration and investigation.

The children are viewed as active participants within the setting. They are encouraged to drive their own learning by developing new skills and advancing their existing ones through their engagement in activities that address their personal interests. The children make free choices of activities and select from the eye catching and attractively presented provision. The children are allowed time to become engrossed in their play, exploring and making their own discoveries about the world around them. However, this is not at the expense of high-quality adults interactions that are in place to scaffold the children's learning and provide exceptionally good levels of encouragement. Communication language and literacy are actively supported through the wealth of stimuli within the setting. The childminder encourages participation and social interaction in young children as she responds to their gurgles and babbles. She shares songs and rhymes with the children who hold eye contact and absolutely adore the close physical contact as they listen intently to their story of their choosing. This includes helping the children develop a good phonic awareness as they distinguish sounds and begin to link letters. The children are inquisitive and are developing of good skills for the future. This is because the childminder supports their social development, self-esteem and resilience. Activities are extremely inclusive and well considered to extend the children's thinking and learning. For example, a simple activity using attractive boxes and corresponding objects encourages the babies' coordination while the older children enjoy matching colours, counting and demonstrating their growing knowledge of calculation.

The children feel exceptionally safe within the setting as they explore the unique characteristics of both the indoor and outdoor areas. They move with confidence and explore the different physical challenges of the outdoors along with testing how different resources, such as water react outside. The children have a very healthy attitude towards physical activity and they learn about healthy lifestyles. For instance, all children show delight as they are assisted and encouraged to make strong and purposeful movements which include safely bouncing on the trampoline, rocking on the small seesaw and negotiating obstacles, such as small steps. The children learn about plant growth along with environmental issues although more could be done to help children learn about the importance of sustainability.

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	1
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

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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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