

Inspection report for early years provision

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Inspection date	07/02/2011
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.

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 2000. She lives with three adult children in Doncaster. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school. This provision is registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

The childminder walks or drives to local schools to take and collect children. The childminder attends local parent/toddler groups. The family have a dog, cat, tortoise and rabbits.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is extremely confident in her abilities and the standard of care and education she provides. She demonstrates a very positive attitude towards continued improvement. The childminder successfully evaluates her provision. Partnerships with parents, local schools and other early years providers ensure that the needs of all children are met very effectively. This ensures children continue to make good progress in an environment in which they feel safe and secure.

What steps need to be taken to improve provision further?

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

- implement procedures to be followed in the event of a parent failing to collect a child at the appointed time, and in the event of a child going missing (Safeguarding and welfare) (also applies to the Childcare Register)
- 21/02/2011

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

- develop further the systems to help identify children's starting points, their progress and plans for their next steps in learning
- record evacuation drills in a fire log book and include any problems encountered and how they were resolved.

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 good understanding of child protection and is very confident in her ability to implement procedures effectively in order to protect children. The home is secure and the childminder ensures appropriate checks are carried out for assistants. All required documentation is in place and excellent risk assessments identify possible hazards and the action taken to reduce any risks. However, the childminder has not shared with parents the procedures to be followed if a child is not collected or goes missing and this is a breach of requirements.

The childminder successfully evaluates her provision and its impact on children's learning and well-being. She has presented parents with questionnaires in order to obtain their opinion, though these have not been returned. However, the childminder has correspondence from parents that illustrate they are more than happy with the care and education their children receive. The childminder identifies record keeping as an area for improvement, alongside further development of an already outstanding environment. Although, systems for planning, observations and assessments are not formalised, the childminder demonstrates that she knows her children exceedingly well and takes into account their interests and abilities when planning activities and play opportunities. She supports children's learning through the excellent use of questions, craft activities and their understanding of the wider world. This is done exceptionally well.

The childminder has completed training in regard to procedures to follow in order to support children with learning difficulties and/or disabilities and she has worked closely with parents and other professionals to ensure children's individual needs are met effectively. For example, she shares children's progress prior to them starting another setting through detailed discussion and samples of children's work. Inclusive practice is promoted effectively by the childminder who promotes equality for all through resources and activities that introduce children to diversity.

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

The environment is very conducive to children learning through play. The childminder has an excellent understanding of how children learn and is very 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. Children enjoy craft activities that help to promote their fine motor skills, imagination and communication skills. They learn about colour, shape and space. The childminder encourages children to follow their own interests whilst providing alternatives through a wide range of resources and activities they find interesting and motivating. Children are confident, independent learners who are encouraged to freely express their imagination. Children's work

and photographs are shared with parents and illustrate to them the wide range of activities children participate in and what they are learning. 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 learn about road safety, stranger danger and how to evacuate quickly in an emergency. However, fire drills are not recorded. Good health and well-being is well-promoted. For example, clear procedures are implemented to prevent cross-infection and sound systems are in place to record medication, accidents and existing injuries. Children adopt healthy habits. They drink when they are thirsty, eat fresh fruit and enjoy home-made meals. They wash their hands before meals and snacks and dry them thoroughly.

Children are observed to thoroughly enjoy their learning. They are inquisitive and listen carefully to the childminder when she asks them questions. They make their own decisions about what they want to do, as well as, being eager to join in with activities the childminder suggests. Children are very well behaved, use polite language, are learning to share and take turns. Children's physical development is fully supported and encouraged through an excellent range of resources and activities well-presented in an adventure playground. This includes a log cabin, outdoor cafe area and summer house. They learn to use trampolines, swings and slides and a climbing wall. Children's sensory skills are promoted through the innovative use of lights, different textured floors, water and plants in a secluded part of the garden that encourages children to appreciate what they can see, hear, smell and touch. This is also an area children enjoy to use for quieter activities, such as, reading, model making and picnics. Children's awareness of their wider environment is further promoted as they watch fruit trees grow through the different seasons and plant spring bulbs which they water and care for. They pick the fruit to eat, bake fruit pies and use it to print with paint as they talk about the colours and shapes. They learn to care about animals as they help feed and water the rabbits. They learn to move and stretch to music, listening to their bodies and know when to rest. Children benefit from an environment that promotes equality for all through the use of books, role play equipment and activities. Their awareness of diversity is promoted as they learn about charitable organisations that support families less fortunate than themselves. They learn about different countries, different languages and taste food from around the world. For example, when children walk past a world map and show an interest, they are asked where their home is. They point to England and smile. Children enjoy putting together jigsaws and as they place the separate pieces they talk about the picture on them. They see a medical box and say 'doctor' and checks the childminder's breathing with a stethoscope.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement procedures to be followed in the event of a parent failing to collect a child at the appointed time, and in the event of a child going missing (Safeguarding and welfare) (also applies to the Early Years Register) 21/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement procedures to be followed in the event of a parent failing to collect a child at the appointed time, and in the event of a child going missing (Safeguarding and welfare) (also applies to the Childcare Register) 21/02/2011