

Inspection report for early years provision

Unique reference number	EY361530
Inspection date	25/10/2011
Inspector	Helen Blackburn
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 2007. She lives with her husband and three children aged 20 years, 17 years and five years in the Conisbrough area of Doncaster. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a dog as a pet.

The childminder is registered on the Early Years Register and she can care for a maximum of five children under eight years at any one time, no more than two, of which, may be in the early years age range. She is currently minding three children in the early years age range. The childminder 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 Childcare Register. She is currently minding one child in this age range.

The childminder takes and collects children from the local school and nursery and she goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good relationships with parents, children and other settings children attend, such as, school. The childminder provides a safe and clean learning environment, where children are encouraged to be well-behaved, independent learners who value and respect diversity and difference. The childminder maintains and implements a good range of documentation, policies and procedures, which overall, contribute to promoting and safeguarding children's welfare and well-being. Self-evaluation processes and the childminder's commitment towards promoting ongoing improvement is good.

What steps need to be taken to improve provision further?

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

- improve the risk assessment record to include the assessments for the living room
- provide each child with their own washing and drying facilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her roles and responsibilities in safeguarding and promoting children's welfare. For example, she is aware of

potential signs of abuse and neglect, she regularly accesses safeguarding training and she has detailed information and guidance regarding the procedures for reporting and monitoring concerns. This means she ensures children's welfare is paramount at all times. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises any visitors to the home. This contributes to keeping children safe and protected from harm. The children are cared for in a safe and clean learning environment. This is because the childminder adopts effective cleaning routines, she supervises children's play and she carries out regular safety checks and risk assessments. This means she promptly identifies and minimises potential hazards. Overall, the childminder maintains a good range of documentation, policies and procedures, these contribute to the safe and efficient management of the setting. However, she does not include her risk assessments for the living room in her risk assessment record. Through good deployment of resources, such as, arranging activities at child-height, the children make safe and independent choices in their play. In addition, the childminder makes good use of resources within the local community to extend children's experiences. For example, children go on regular outings to the park, toddler groups and other places of interest.

The childminder makes good use of self-evaluation and reflective practice. This means she has a clear understanding of her strengths and she is proactive in identifying areas to improve. In addition, the childminder's self-evaluation process is inclusive because it incorporates the views of parents, children and other professionals. Through successfully addressing the recommendation from her last inspection, the children are now developing a good understanding of diversity and difference. The childminder's commitment towards her professional development is good. For example, she has gained a recognised early years qualification to level 3 and she uses the internet, training and early years publications to up date her knowledge and skills.

The childminder has good relationships with parents and other settings children attend, such as, school. For example, they regularly share and exchange relevant information regarding children's care and progression. This promotes continuity and coherence in children's learning and care. In addition, the childminder understands the importance of working with other professionals or external agencies if children need additional support and help. Through daily discussions, diaries, policies, procedures and newsletters, parents receive good quality information about the service and their child's day. Comments from parents are positive, for example, they speak highly of the range of activities children experience, the high levels of care and information shared.

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

The childminder has good relationships with the children and she meets their individual needs well. This contributes to children feeling safe and settled in her care. The childminder helps the children to learn about their own safety and boundaries. For example, children take part in fire evacuation practices and through play they are reminded how to use equipment safely, such as, not

throwing the balls too hard or near faces. The children are developing a good understanding of why they need to adopt effective personal hygiene practices. This is because they routinely wash their hands at appropriate times throughout the day. However, the children share the same towel, which may lead to cross-infection. Through healthy nutritious snacks, for instance, fruit kebabs and activities, such as, growing vegetables in the garden, the children are developing a good understanding of being healthy. The children have good opportunities to take part in a varied range of physical activities. For example, children enjoy playing in the garden, they go on walks and they like going to the park. In addition, through sticking activities, threading, baking and playing with sand, water and rice, children are developing good coordination and dexterity skills.

The childminder has a good understanding how young children learn and through her effective observation, planning and assessment arrangements, she supports children in making good progress in their learning. For example, she uses her observations to identify and plan fun play-based activities to meet children's next steps. The childminder is actively involved in children's play and she uses this time to challenge their learning and thinking. For instance, she encourages children to sound out the letters when writing their diwali cards and she introduces children to simple mathematical concepts, for example, shape, colour, number, matching and sorting through activities, such as, snap, threading and number rhymes. The children access a good range of activities, which incorporate their individual likes, this results in children being happy, enthusiastic and motivated learners. For example, children use their imagination as they dress up, they express their creativity when making cards and they enjoy listening to their favourite stories. In addition, children are gaining good independence skills, for example, they make their own sandwiches and make their own choices in play.

The children behave appropriately for their ages and stages of development. The childminder manages any behavioral issues well, for example, she calmly explains to children the importance of being kind, polite, sharing and taking turns. This supports children in developing harmonious relationships with their peers. Through good use of praise, celebrating children's achievements and valuing children's work by displaying it around the home, the children have a positive self-image, good self-esteem and a sense of belonging. Through a good selection of resources, activities and discussions, the children are developing a good understanding of diversity and difference and the world in which they live.

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	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

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	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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