

Inspection report for early years provision

Unique reference number	EY384492
Inspection date	05/10/2009
Inspector	June Rice
Type of setting	Childminder

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

T: 08456 404040
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and son aged 16 in Wadworth, near Doncaster. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility. The childminder provides care for one child overnight in emergency cases only. She walks to local schools to take and collect children. The family keep pet chickens.

There are three places for children in the Early Years Foundation Stage and three places for children aged between six and seven years; this provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a positive attitude towards continued improvement; since registration she continues to attend relevant training and has begun to evaluate her provision. However, the self assessment failed to identify risk assessments are not signed or dated, and there is no record of risk assessments for individual outings. She has robust observation, assessment and planning systems in place and has established sound working relationships with parents. This ensures children feel safe and enjoy learning through play.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 26/10/2009

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

- continue to develop the use of self evaluation, and provide opportunities for children and parents to be involved
- Update the record of risk assessment to include any assessments of risks for outings

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good knowledge and understanding of child protection and the procedures to follow. She records visitors and has written policies in place in the event of children not being collected and safeguarding which are provided to parents. However, risk assessments do not include individual outings, and are not signed or dated. The childminder has recently begun to evaluate her provision and has correctly identified some areas that require improvement. The system for observations, assessments and planning clearly identify children's progress and are used very effectively to plan children's next steps.

She has established a sound working relationship with parents and this ensures children continue to make good progress. She provides them with very clear information about how the setting works and the progress children are making. Inclusive practice is promoted well through an environment and activities that reflect the wider world and children's own communities.

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

Children freely and safely access resources, toys and activities indoors and outdoors. The outside play area is used effectively alongside the regular use of local parks, soft play areas and nature walks which encourages children to be physically active as they benefit from lots of fresh air. The childminder demonstrates a sound understanding of how children learn through play and this ensures children continue to make good progress. Robust systems for observations and assessments are used very effectively to record children's starting points, their progress and clearly influence the planning of children's next steps.

Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. They are encouraged to learn how to use equipment safely, talk about road safety and stranger danger, and wear fluorescent vests during outings. The childminder takes appropriate steps to prevent the spread of infection. For example, she excludes children who are infectious in order to protect others, and uses disposable aprons and gloves while changing nappies.

Children are provided opportunities to make a positive contribution in an environment where they are active learners. They help set up and clear away activities and enjoy making their snacks. They are well behaved, pleasant and happy in their environment, and enjoy good interaction with the childminder. They celebrate different festivals and are encouraged to learn about diversity through the provision of resources that prompt children to ask questions. For example, jigsaws show people from different countries and people using walking frames and wheelchairs. The childminder supports young children who are learning to walk by providing lots of encouragement, praise and appropriate aids. Toddlers enjoy

movement to music, rolling and kicking balls. Children are encouraged to use their imagination and develop their fine motor and mark making skills as they paint and stick. They grasp and vigorously shake a glitter pot, use finger tips to spread the glitter and voice sounds of wonder at their creation. They select cotton wool balls and pieces of felt exploring the different textures then glue them onto paper. Children are encouraged to have a sense of self and enjoy looking at family photographs pointing out people who are important to them. They join in singing along to popular rhymes. Children are pleasant as they awake smile at the childminder who warmly greets them. Babies enjoy their meal and respond happily to praise as they use a spoon to feed themselves.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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