

Inspection report for early years provision

Unique reference number	EY396635
Inspection date	15/11/2010
Inspector	Susan Parker
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 2009 and she lives with her husband and two adult children in Scawsby, Doncaster. The whole of the ground floor and the bathroom and one bedroom on the first floor are available to children. There is a secure garden available for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently caring for one child in the early years age range and one child over five years of age. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming and inclusive environment, where children are respected and valued as unique individuals. Children's knowledge and understanding of the wider world is yet to be developed. Children are making satisfactory progress in their learning and development. The childminder has started to evaluate her childcare practice and is able to identify the strengths and areas for improvement. Hence, she is demonstrating a positive commitment to continually developing her practice for better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop assessment records for children to more clearly show their progress towards the early learning goals
- develop children's knowledge and understanding of the wider world by embracing diversity through the celebration of different cultural festivals.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues. She is fully aware of her responsibility to ensure that effective systems are in place, including relevant safeguarding guidance to follow in the event of a concern being raised. She ensures that the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted or is not known is never left alone with children. The childminder maintains effective risk

assessments, demonstrating her sensible approach to minimising hazards for children.

The setting is child orientated and has a satisfactory variety of resources to meet the needs of all children. Equality is promoted satisfactorily as children have access to good quality books which effectively portray disabilities and there are toys that reflect multi-culture. However, children's knowledge and understanding of the wider world is not fully promoted because the childminder has not yet fully embraced diversity through the celebration of different cultural festivals.

Parents are provided with daily feedback about their child's care routines and a good working relationship has been established with the childminder to ensure children's needs are met. Good information is obtained with regard to children's abilities when they first attend the setting from the parents. They are satisfactorily kept informed of their child's learning and development on a regular basis.

Children are solely cared for by the childminder who is aware that she should share information about the child's learning and development with other carer's who may be involved if there was shared care.

The childminder has satisfactory systems in place for self-evaluation and she has completed the Ofsted self-evaluation form to reflect her key strengths and areas for improvement. As part of continuous improvement the childminder intends to further develop her resources and wants to convert her garage into a playroom so that children have continuous provision.

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

The childminder is learning to allow children to explore and develop their own interests. She carries out observational assessments to identify the next steps in their development. However, the systems in place for recording children's progress towards the early learning goals are in the early stages.

There are effective strategies in place to promote children's language development and their speaking skills are successfully supported. Songs and rhymes help children practise and play with sounds and are part of their everyday routines. Activities are enriched by the childminder who introduces new words and re-affirms their existing knowledge. They are encouraged to develop confidence and use their skills in a wide range of different situations. Jigsaws and puzzles provide children with opportunities to problem solve. They are learning to count and recognise numbers through everyday routines and activities. Young children enjoy creative activities, such as playing with musical toys at floor level. Their physical development and coordination is suitably supported as they play on soft play areas in activity centres and in the parks. Children also visit a nearby heritage site where they are able to feed the ducks and observe nature.

Children feel safe and are confident as good measures are in place to promote their health and well-being. Children are actively encouraged to develop an

understanding of how to stay safe. For example, young children are taught not to climb on the furniture or throw toys. They are taken on outings in pushchairs and are always in very close proximity of the childminder. They also learn about fire safety and practise emergency evacuation procedures.

Children understand and adopt sound hygiene practices. Older children learn to wash their hands in the washbasin and dry their hands on paper towels. The childminder takes account of children's dietary preferences and works with parents to provide children with home cooked meals and snacks, which include cereals, fresh fruit, and vegetables. Young children are encouraged to drink water from beakers to ensure their growth and well-being.

Children have a very good relationship with the childminder and are happy and settled in her care. She is patient and responsive to children's individual needs and she ensures children are comfortable and secure. The childminder knows the minded children well, and methods used for behaviour management are appropriate to their ages and stages of development. Children respond positively to the praise and encouragement they receive from the childminder throughout the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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