

Inspection report for early years provision

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Inspection date	15/07/2010
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 2010 and lives with her husband and two children aged two and four years in Doncaster. She works with another registered childminder, her husband. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and a rabbit.

The childminder is registered to care for a maximum of four children, of which no more than one may be in the early years age range. When working together with her co-minder, they may care for a maximum of eight children, of which no more than two can be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years and may provide overnight care for two children under eight years old. Both childminders have equal responsibility for the childminding practice. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is a member of an approved childminding network

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a very positive attitude towards continued improvement and continues to attend appropriate training. She has completed a self-evaluation of her provision, in which she successfully identified where her practice is strong and areas she believes need further improvement, such as developing her understanding of cultural diversity. All documentation is in place, and there are clear systems to help her observe and assess children's progress. Space is used very effectively and promotes children's growing independence. The childminder's commitment to working with parents and others, and the relationships she has nurtured with children, ensure that she meets their individual needs 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 further improve the early years provision the registered person should:

- develop further the use of activities and play opportunities that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture and special educational needs and/or disabilities.

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 very good understanding of child protection and the procedures to follow. The childminder has attended appropriate training since her registration, which includes first aid and safeguarding children. Robust risk assessments are in place and effectively implemented. They identify possible hazards and action taken to reduce the risk. The childminder has successfully carried out a self-evaluation of her provision which illustrates that she has a very good understanding of her strengths. She has also identified areas that she aims to improve, such as, her own professional development and extending her resources to reflect cultural diversity. Children's progress records are supported by good evidence which include children's work, photographs and written observations. These are clearly linked to the Early Years Foundation Stage and identify plans for children's next steps. The childminder has developed a good working relationship with parents and other early years providers, and this enables them to work closely together and effectively meet children's individual needs. She encourages parents to look at progress files and discuss their children's development, and they are provided with a daily diary to encourage them to share information. All required documentation is in place, and parents sign policies and procedures as read and understood.

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

Children are learning about keeping safe through their daily routine, activities and discussion. They are included in emergency evacuation practises and how to contact emergency services. They learn about road safety, staying close to the childminder during outings and possible dangers around the home. For example, they learn to be careful in the kitchen when helping to prepare their meals and snacks. Children's good health and well-being are successfully promoted. They talk about germs and wash hands before snack and mealtimes and after contact with pets. The childminder carries antibacterial gel so if the children want to investigate the outside environment, explore the grass and collect items on their walk to school, their hands can be cleaned. The childminder is very active about promoting healthy eating. She works closely with parents and children to encourage them to eat a healthy diet by talking about foods that are good for their bodies, and takes time to introduce new tastes. Children go to the supermarket and help to choose healthy snacks. Children make healthy choices about what they eat and drink and are eager to help prepare their food for a teddy bears' picnic. They are learning to use a knife to spread butter, and watch the childminder cut the bread into their chosen shape of square or triangle. The childminder uses disposable equipment when changing nappies to reduce the risk of cross infection, and excludes children who are infectious in order to protect others.

The home environment is used very effectively. Children are observed to move around independently, and to freely access resources stored in low-level boxes and

shelving units. They benefit from exercise and fresh air, regardless of the weather, through their daily routine of walks to school, local parks and other places of interest. Children benefit from easy access to the rear garden, which is well equipped with outdoor play equipment to encourage their interest in physical exercise. For example, they use a slide, swing and a variety of sit-and-ride equipment. Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs, and those of others. They are very well behaved, and are learning to share both the resources and the childminder, who is skilled at dealing with upsets quickly and fairly. Children benefit from planned, purposeful play and exploration, both in and outdoors, with a balance of adult-led and child-led activities that encourages children to be active learners. The childminder ensures that she knows what children like to do and what they can do. She takes account of their individual interests and how they prefer to learn. Children make choices about what they want to do from the good range of resources and activities on offer and the childminder skilfully encourages them to try new activities. For example, children who do not like messy play show more interest when the activity is moved outside and no-one is watching. Children's learning is well supported. The childminder carefully plans for their next steps in learning. She uses her observations, photographs and children's work, along with the practice guidance for the Early Years Foundation Stage, to help her identify where children are in their learning. She reflects regularly on what has gone well and adjusts activities to suit all children being cared for.

The childminder constantly encourages children's communications skills. She listens to the sounds they make and helps them extend their language by introducing simple new words. She encourages them to follow simple instructions by using a combination of verbal and visual indicators, such as, facial expressions, speaking slower and repeating herself. She also waits for some recognition that children have understood. For example, they begin to help tidy up, or shake their head when not wishing to join in an activity. Children are encouraged to be creative. They are introduced to dough, and while some explore gently by poking in their fingers and patting it between their palms, others enjoy squashing and squeezing it between their hands and fingers. Children are encouraged to focus on different colours. For example, they are introduced to the colour blue through a pirate activity carried on from school. They use blue towels for the sea and the colour blue to paint. They enjoy water play and blowing bubbles. Children make independent choices about what they wish to do. They enjoy making marks on a magnetic writing board, turning the knobs to remove the marks and starting again. Less mobile children crawl around and show lots of interest in the environment. They randomly select and take their time to explore the varied items they come across. Others show how relaxed they are as they walk around and lapse into singing popular nursery rhymes. Children enjoy active play in and outside. For example, they participate in circuit games, egg and spoon races and enjoy dancing to music. Children enjoy their learning; they follow each other around and often join in activities others have initiated. They are learning to respect each other by taking turns and not snatching toys. Children are learning to care about their environment as they help to recycle items and talk about rubbish being made into something new.

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	3
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

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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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