

Inspection report for early years provision

Unique reference number	EY410123
Inspection date	03/02/2011
Inspector	Kathryn Clayton
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).

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.

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Description of the childminding

The childminder was registered in 2010. She lives in Doncaster with her partner and two children. The ground floor of the home is used for childminding purposes along with the decked part of an enclosed garden. The local area is well served by local transport links, shops and schools. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. Registration is for six children, of whom no more than three may be in the early years age range. The childminder sometimes works with another childminder and an assistant. There are currently seven children on roll, five of whom are in the early years age range. The family have a pet rabbit and two small dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the individual needs of the children who attend and they make steady progress, although there are some weaknesses in the educational programme. Suitable safeguarding procedures are followed which promote children's welfare. The childminder develops positive relationships with parents and other providers children attend, enabling information to be shared. The evaluation of the service is suitable and some improvements have been made since registration, although the childminder has not fully completed an appropriate training course.

What steps need to be taken to improve provision further?

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

- complete the approved local authority training course. 18/02/2011

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

- improve the opportunities for children to have outdoor play experiences
- develop further the use of sensitive observational assessments in order to plan to help children's progress
- support children's growing independence by allowing them to try and do things themselves whenever possible.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and welcoming home. The childminder understands her responsibilities and has undertaken recent training in safeguarding children. She has risk assessed her home and makes sure any risks are minimised. Since registration, the childminder has started the required local authority training

course, but has not yet fully completed it. She has, however, considered her strengths and areas for development and made some improvements. For example, she has implemented a suitable range of policies and purchased more resources to meet the individual needs of the children attending. She involves children and parents in discussions about the service she provides which helps her to choose appropriate resources and activities for children.

Children enjoy good freedom of movement in a very spacious and attractive kitchen-diner and conservatory. The childminder does not use the large decked area directly off the conservatory during the winter and this limits children's outdoor play opportunities. Resources reflect the interests of the children, for example, a range of items that promote imaginative play. The childminder finds out about the children's individual needs before they first start to attend. Planned activities introduce children to other cultures, for example, the celebration of Chinese New Year. Parents read a suitable range of policies and procedures that underpin the childminding service and information is shared through daily discussion, phone calls, seeing photographs of activities and a diary. Parents are very complimentary about the service they receive and work together with the childminder to help children progress, for example, in toilet training. The childminder makes suitable links with the local school where young children attend to make sure she is providing a complimentary service.

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

Children enjoy their time with the childminder. They are confident, persevere well, make friends easily and are interested in play. The childminder plans activities around the interests of the children and to compliment the work done at school. For example, she gives children the experience of eating noodles for their lunch using chopsticks when they are celebrating Chinese New Year at school. Although the childminder knows the children well and observes their play, these observations do not cover all areas of learning for individual children or identify the next steps in their learning.

Children learn about the benefits of a healthy lifestyle. Drinks are readily available and snacks are healthy, for example, fresh fruit and yogurts. Children understand about germs and why it is important to wash their hands at appropriate times. Antibacterial soap and individual towels are available and pictorial notices prompt them to wash their hands. The childminder, however, does not always promote more able children's independence with toileting and dressing, often giving them too much help.

Children move safely and confidently around the home. There is a suitable evacuation plan and the childminder makes sure the home is secure. In the car, all children are in appropriate car seats and the childminder teaches them about how to walk safely when outdoors. The childminder shares stories with children and they often sing songs and say rhymes. This helps to promote good language

development and young children speak clearly and confidently. Children enjoy suitable opportunities to make marks and can write recognisable letters.

The childminder consistently praises children for their achievements, such as, being proficient when using chopsticks, and this promotes their self-esteem and encourages acceptable behaviour. Activities such as sorting, sequencing, counting games and baking all help to develop children's early mathematical concepts. The childminder helps children to learn about the natural environment, for example, they enjoy planting and watching seeds grow into vegetables. Children's creativity is suitable promoted as they explore paint and play dough, enjoy imaginative play and making up stories. Children use a play laptop and items such as a toy cash till which help them to develop suitable skills for the future.

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	3
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	3
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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