

Inspection report for early years provision

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Inspection date	20/01/2012
Inspector	Cathryn Parry
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 2011. She lives with her husband and two children aged nine and six years in a residential area of Doncaster, South Yorkshire. The whole of the ground floor, except for the lounge and dining room, and the side bedroom on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden for outside play. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. She also offers care to children aged over five years to 11 years. There are currently three children on roll, one of whom is in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She holds a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and relate well to the childminder as she joins in with their play. The childminder demonstrates a positive attitude to providing an inclusive environment. Appropriate levels of support are provided to ensure all children have opportunities to make progress in their learning and development. Systems for observing children are being developed and most areas are suitably resourced. The childminder reflects on her practice as part of the ongoing process to ensure continuous improvement is satisfactorily maintained.

What steps need to be taken to improve provision further?

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

- develop systems for making systematic observations and assessments of each child's achievements, interests and learning styles
- develop further resources to nurture children's understanding that people have different needs, views, cultures and beliefs.

The effectiveness of leadership and management of the early years provision

Children are kept safe as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. They are protected well as the childminder has a secure understanding of safeguarding issues. Risk assessments and daily checks of the premises and resources

effectively reduce the chance of accidental injury. Children benefit from the knowledge gained by the childminder attending relevant training. The satisfactory range of resources are stored at the children's height and are easily accessible. This promotes free choice and independence appropriately. The childminder complements these with visits to the local children's centre.

Equality and diversity are appropriately promoted. The childminder speaks to parents and carers on a daily basis to ensure they are informed of the activities their children have enjoyed. This enables them to continue their children's learning at home through similar experiences. The childminder is aware of the importance of partnerships with others to enable her to enhance opportunities for children's learning and development. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The childminder is motivated to improve the service she provides. She has only very recently started caring for children. Self-evaluation processes are developing and this contributes to her having a realistic view of the areas she can improve. Consequently, she is able to access support to improve outcomes for children. The childminder encourages feedback from parents and carers in order to meet the needs of children currently attending.

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

The childminder has a reasonable understanding of the Early Years Foundation Stage and implements it satisfactorily. A suitable balance of adult-led and child-initiated learning and development opportunities are provided across the six areas of learning. Children make progress and have fun as the childminder plans activities and experiences which take into account their interests and capabilities. However, systems for making systematic observations and assessments of each child's achievements, interests and learning styles are not fully established. This impacts on the childminder monitoring children's achievements.

Children enjoy their time with the childminder and are happy to participate in the selection of activities provided. Positive role modelling by the childminder encourages children's growing knowledge of equality and diversity. However, there are few resources to nurture children's understanding that people have different needs, views, cultures and beliefs. This impacts on developing further children's awareness of the wider community. Children have a suitable knowledge of what is right and wrong. This is fostered through appropriate encouragement by the childminder. Sufficient support is given, which nurtures their independence. They have appropriate opportunities to learn about the living world, for instance when discussing the noises different animals make. The provision of tools and equipment, such as pencil sharpeners, further develops children's fine motor skills. They enjoy mark making and are developing good hand-eye coordination. Children use counting and numbers appropriately in everyday play situations. This promotes their problem solving, reasoning and numeracy skills. A variety of creative

activities, including making shapes out of malleable material, promote children's self-expression while having fun. Children develop their skills for the future as they access interactive resources and a laptop computer.

Children demonstrate a strong sense of belonging and have a good awareness of how to stay safe. This is promoted well through good routines and associated activities. Use of the garden and visits to the park are provided. These appropriately encourage children's physical development and good lifestyle habits. Children have a growing awareness of healthy food options, which is fostered through appropriate discussions with the childminder. Children are cared for in a clean and comfortable environment where they show a suitable understanding of personal hygiene practices. These include washing their hands after using the toilet.

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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