

Inspection report for early years provision

Unique reference number	300160
Inspection date	14/02/2009
Inspector	Yvonne Victoria Facey
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1992. She lives with her husband, who is also her assistant, and their three children in Sheffield. The whole of the ground floor and first and second floor rooms are used for childminding purposes, with the exception of the study. The back garden and the hard surfaced outdoor area to the side of the house are used for outdoor play. The childminder is registered to care for a maximum of five children and there is currently one minded child on roll. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children are cared for in a safe, welcoming and homely environment. The childminder knows the children very well and they are motivated to learn and activities provided for them are planned within the areas of learning and include their interests. The childminder has a very good understanding of the Early Years Foundation Stage and how children learn. Links with parents are open and successful in promoting the children's care and education. However the childminder recognises that systems are not yet in place to work with other early years providers.

What steps need to be taken to improve provision further?

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

- further develop assessments and partnership working with other early years providers to enhance children's learning and development
- ensure when assistants have sole charge of children they hold an appropriate first aid certificate.

The leadership and management of the early years provision

The childminder has a good knowledge of the Early Years Foundation Stage enabling her to provide a wide range of activities and experiences for the children. She is able to demonstrate the overall assessment of children's progress and she is developing how she records this information to assist her in sharing more information with others to ensure progression and continuity of care and learning.

All persons living in the household who have regular contact with the children are suitable and vetted. However the childminder's assistant's first aid certificate has expired. Parents are presented with all of the childminder's documentation at the beginning of the placement. Arrangements for safeguarding children are robust and effective. There are procedures in place to identify any risk of harm for the children. The childminder effectively completes daily risk assessments and appropriate action is taken to manage any potential risks. She has a competent

knowledge of signs and symptoms of child protection issues.

The childminder is aware of the need to liaise with other agencies that deliver the Early Years Foundation Stage. Although systems are not yet in place. Systems to self-evaluate the effectiveness of the provision are in place and the childminder has addressed areas for improvement from the last inspection.

The quality and standards of the early years provision

The childminder knows the children she cares for extremely well and confidently talks about their progress and development through the six areas of learning. She is able to plan activities for children around the routines of the day and effectively include all six areas of learning. For example, when planning for children after school she plans interesting activities within all areas that can be delivered in a short space of time, incorporating wider learning experiences. She provides a varied and stimulating play environment, and activities which are conducive to learning and enjoyment.

The childminder communicates constantly with children which improves their language skills and enables them to ask questions. For example, while playing with the computer the childminder explains that you have to be patient with computers, the child asks why to which the childminder explains that it will crash if you press the buttons too quickly. Children's numeracy skills are well developed. They count spontaneously at lunch and the childminder skilfully introduces new mathematical language to children such as spheres when rolling the play dough. Children are well behaved and respond positively to the constant praise and encouragement given by the childminder. They happily interact within the environment and show very good levels of confidence and self-esteem. Children explore their environment freely and choose their activities. For example, the child chooses his favourite toy from another room and plays on the piano. The childminder encourages children's personal, emotional and social skills as she sensitively encourages children to join in activities with adults and other children. They develop their knowledge and understanding of the world as they talk about their home lives and buildings they see during the walks. Children are confident to talk about their families and the childminder encourages and extends their conversations because she is aware of the importance to children of discussing their home experiences.

Children are developing a good understanding of keeping themselves safe and healthy as they have discussions about having a brake from the computer screen to rest their eyes and road safety procedures. The childminder is highly aware of any specific dietary requirements and allergies that children may have and all relevant details are gathered from parents.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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