

Inspection report for early years provision

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| Unique reference number | 300174 |
| Inspection date | 19/11/2008 |
| Inspector | Susan Kathleen Wormald |
| 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1993. She lives in Sheffield with her husband, young granddaughter and two adult daughters who are both registered assistants. Local schools and shops are within walking distance. Children have access to all of the ground floor, plus a bedroom and bathroom on the first floor. There is a fully enclosed garden available for outdoor play. The family have a guinea pig and a rabbit.

The childminder is a member of the National Childminding Association. The childminder is registered to care for a maximum of six children at any one time. Currently she cares for five children on the Early Years Register at various times.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children have a happy and enjoyable time and are settled and content. Good arrangements exist to promote their safety, inclusion and well-being. Learning opportunities are effectively tailored to meet their specific needs and stage of development and so all children make good progress. The childminder develops good partnerships with parents and others and parents are kept well informed of their children's achievements. Systems encourage parents to contribute their knowledge but this is not always on an ongoing basis. The childminder reviews her practice, is fully committed to continuous improvement and has taken effective steps to enhance the service she offers.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to contribute to the learning and development process by sharing information about their children on an ongoing basis.

The leadership and management of the early years provision

Children are well protected and cared for in a safe, secure and supportive environment. The childminder has a high level of understanding of her role and responsibility in safeguarding children and there is a strong emphasis on helping them to understand danger and how to stay safe. All required records, policies and procedures are in place and implemented effectively to promote children's welfare. There is a comprehensive risk assessment in place which clearly identifies hazards both indoors and outside and the childminder takes effective action to address these. This ensures that children remain safe both in the home and on outings.

Parents are provided with very helpful information about the setting and there are good opportunities for them to share what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and focuses on their individual needs. The childminder has taken positive steps to establish links with other settings contributing to continuity in children's learning. Parents are kept well informed about their child's achievements and progress however, opportunities for a two way flow of information enabling parents to share what they know about their children on an ongoing basis, are less well developed.

The childminder is fully committed to improving her practice and has effectively addressed a previous recommendation regarding safeguarding. She has attended relevant training, has a clear awareness of procedures to follow and good understanding and knowledge of child protection issues. This has improved outcomes for children and had a positive impact on the overall quality of the provision. There are clear systems in place for self-assessment and monitoring of the service enabling the childminder to identify and build on strengths and address areas for further improvement.

The quality and standards of the early years provision

Young children settle quickly and are thoroughly at home moving around indoors and outdoors confidently and independently. They are comfortable and at ease in the setting and share a warm and friendly relationship with the childminder. The childminder gets to know them very well through good links with their parents and observing their behaviour. Very young children confidently make their needs known and the childminder interprets their behaviour and non-verbal signals well. She spends a lot of time playing with them and is responsive and caring. For example, knowing when they are hungry and quickly providing toast for a snack. This effectively supports their learning, contributes to their sense of security and belonging and gives encouragement and motivation.

Children make good progress in their development because the childminder has a clear understanding of how children learn so that she is confident in helping children move forward. Activities and resources in the daily play environment take into account children's particular needs and interests and offer experiences in all areas of learning. Accurate observations and assessments of each child's achievements and progress mean that activities are well matched to the full range of children's needs and are used successfully to plan the next steps in children's development. This means that children's progress towards the early learning goals is monitored effectively, gaps in their learning are readily identified, children are challenged and have a very enjoyable time.

All children have independent access to a broad range of good quality resources and equipment that are thoughtfully organised, readily and safely accessible enabling children to make choices about their play. Toddlers find a doll and sit on the floor animatedly talking, babbling and cuddling their baby and potter in the play house kitchen. There are lots of opportunities for creative play and young children are absorbed painting their hands and shapes during a session with aqua

drawing. There is lots of conversation as the childminder talks about what she is doing and describes what is happening. Young children are encouraged to make independent choices about their play and spend time exploring the environment.

Children are offered lots of interesting activities and opportunities that promote their enjoyment of physical activity, help them to practise physical skills and enjoy exercise and fresh air. They are regularly taken swimming, walk to local parks and visit activity centres. Good use is made of the outdoor area which is used all year round and offers a stimulating choice of resources that encourage active play. Children have fun outside riding cars and chasing bubbles. This contributes to keeping them fit and well and ensures they make good progress in their physical development. They are encouraged to make healthy choices about what they eat and drink. Snack times are sociable occasions with all ages sitting round the table and young children competently feeding themselves. Children are helped to become aware of safety issues and look after themselves as they are reminded to take care when climbing down from chairs and regularly practice evacuating the house in an emergency. The childminder demonstrates a high level of commitment towards creating a setting that is safe and secure and carefully organised. Children are learning to respect one another as they are encouraged to share and take turns during games. They take part in activities which promote their understanding of differences and learn to value diversity in others. Rules are enforced consistently in everyday routines so that children clearly understand what is expected of them.

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

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| 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

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| 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

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| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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| 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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.