

Inspection report for early years provision

Unique reference number	300426
Inspection date	19/01/2009
Inspector	Lynn Rodgers
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 was registered in 1989. She lives with her husband in an end town house in a suburb of Sheffield. The whole of the ground floor of the childminder's house, plus first floor toilet facilities, is used for childminding and there is a fully enclosed, small garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children at any one time and is currently minding four children of whom, one is in the early years age group. 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 four dogs, six rabbits, three Guinea pigs, tank of fish and a small caged bird. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The childminder includes all children in everyday activities and outings. She has satisfactory resources reflecting diversity, such as books, games, jigsaws, dressing-up clothes, construction and small world items. The childminder is aware that some children may have learning difficulties and is mindful that they should be included in the setting. Children's dietary requirements are recorded and they are provided with a well balanced diet to promote healthy eating. They are able to have regular exercise, through outdoor play and outings to the local parks. Parents are given verbal feedback on collection of their children and are informed about what their children do and where they go. All relevant information, policies and procedures are shared with parents and regularly up-dated.

What steps need to be taken to improve provision further?

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

- ensure risk assessment details are clearly recorded
- promote children's awareness of safety through regular fire evacuation practice.

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

- plan formally and record children's activities, clearly linked to the early learning goals, and monitor children's progression and include the next steps

13/02/2009

The leadership and management of the early years provision

There is a satisfactory risk assessment policy in place that also refers to outings and the premises, however, there is no record of any hazards and how they have been dealt with. Children do not regularly take part in fire evacuation, but the childminder has talked to them about the procedure. The childminder has attended many training courses and has a valid first aid certificate. The childminder has no formal or written planning for children's activities and does not record the children's next steps. She has begun to make some observations of the children, however, and makes notes about how the children enjoy what they do. Clear records contain details of children's requirements, such as, dietary needs, medication, likes and dislikes. The attendance register is up to date and the childminder displays her registration certificate.

The childminder has satisfactorily addressed improvements recommended at the last inspection, although she has yet to complete the self-evaluation document. Child to adult ratios are maintained and the childminder takes positive steps to safeguard the children through appropriate training, being vigilant and fully supervising the children at all times. The environment is warm, welcoming and suitable for its intended purpose.

Partnership with parents is established and they have a good working relationship with each other. Daily communication ensures parents are fully informed about what their children do and where they are taken and all relevant policies and procedures are written and shared with parents. The childminder has yet to establish a system for home learning, but links with other settings are beginning, through talking to the staff of the local school.

The quality and standards of the early years provision

The childminder teaches children to behave in ways that are safe for them and others through careful explanations and discussions. They adhere to the rules of the house and know what they can and cannot do. They are beginning to develop an understanding of danger and how to stay safe, because the childminder has set positive examples for them to follow. She ensures they are aware of danger when they are indoors and outside, and during the school runs. However, children are not involved in regular fire evacuation, and the risk assessment system is not robust enough. Children are active and understand the benefits of physical activity, through planned visits and outings for children to access larger play equipment. They are beginning to understand and adopt healthy habits such as good hygiene practices, because the childminder sets good examples for them to follow. She keeps her home clean and ensures children have positive routines for personal hygiene skills. They are able to make healthy choices about what they eat and drink, because they are given a wide variety of foods to choose from and encouraged to try unfamiliar foods.

Children enjoy their learning, because they are provided with a range of activities that they like and enjoy. They are beginning to make some progress towards the

early learning goals in relation to their starting points, capabilities and interests, although details of these are not fully recorded and there is no formal structure for planned activities. They are beginning to be active learners, because they are eager to learn, have access to creativity and think critically through problem solving during everyday activities. The childminder encourages children to develop the habits and behaviour appropriate to their own needs, and those of others, because they are stimulated and involved. They make their needs known through communication, gestures and signs and are able to make friends, because they meet other children and adults as part of their curriculum. They learn to respect each other, through positive relationships and role models and respond to each other and the childminder. Children are able to make some choices and decisions about what they play with, what they eat, and where they go. Parents are fully informed about what their children do, and have access to written policies and procedures. However, home learning has yet to be established.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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.