

Inspection report for early years provision

Unique reference number	300512
Inspection date	12/11/2008
Inspector	Pauline Garfield
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 1998. She lives with her husband and two children aged 10 and 15 in Hillsborough, Sheffield. The property is situated within easy walking distance of the local schools, toddler groups, park, library and shopping centre. It is also well positioned for transport into the city centre. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school: this provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. The childminder is currently minding two children in the early years age group.

The childminder walks to local schools to take and collect children and also attends the local parent and toddler group.

Overall effectiveness of the early years provision

The childminder successfully promotes children's welfare which enables them to make good progress in their learning and development. She works very well with parents and has established links with the local school and nursery. The childminder provides and promotes an inclusive environment and has a good understanding of how to meet the needs of all children. She has completed and submitted a detailed self-evaluation form to Ofsted and seeks the views of parents. This means the childminder has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop planning to ensure all areas of learning are covered.

The leadership and management of the early years provision

Effective policies and procedures are in place which promote the care and welfare of children. The childminder is in regular contact with her network coordinator to ensure her professional training is up-to-date. She has a good understanding of her responsibility to safeguard children and feels confident to implement required procedures appropriately. Written risk assessments are in place for the home, garden and outings. The childminder raises children's awareness of safety through activities such as 'Road Safety Week'.

The childminder's comprehensive self-evaluation clearly identifies the strengths of the provision provided and the areas to develop. She has addressed all the issues from the last inspection and has improved documentation. In addition, the childminder has implemented an equal opportunities policy and promotes inclusion through resources, activities and encouraging children to 'feel good about themselves and others'. This has a positive impact on the outcomes for children and on the capacity to maintain improvement.

The childminder has a 'Working with Parents' policy and keeps them informed about daily routines. Parents views are gathered verbally and through parent questionnaires. They are kept fully informed about their children's learning and development through sharing the 'All about Me' folder. The childminder uses children's observations linked to the areas of learning to plan the children's next steps. Planning is linked to a theme, such as Autumn and is developing and ongoing, but is not linked to all areas of learning. The childminder has a 'Learning and Play' policy which she shares with parents on how adult-led and child-led activities are provided. Organised activities at the local childminding group also enhance children's learning and development. The childminder has established links with the local school and nursery and understands the importance of working with other providers delivering the Early Years Foundation Stage in order to provide continuity of care and promote progression in learning.

The quality and standards of the early years provision

The childminder provides a wide range of activities for children to independently choose and encourages learning through children's individual interests. This helps children to thrive and progress. Activities, photographs and observations are shared with parents which impacts on children's learning and development. Children begin to show preferences and interests for example, they choose the nursery rhyme 'There's a worm at the bottom of the garden'. They show self-confidence and esteem and play independently with a play cooker which makes noises of 'sizzling' food. They learn social skills and sit at the table for snack, and enjoy being with and talking to adults. They take pleasure in personal hygiene and know which is their flannel when washing and drying hands.

Children are happy, settled and content. They sit with the childminder and show interest in stories and respond to the books that are being read to them. Children enjoy books about people from other countries and the childminder talks about children who have no food. Children draw lines and circles on paper and enjoy using colours to make a firework picture. They show curiosity about numbers and use some number names accurately when playing a game with the childminder.

Children realise tools can be used for a purpose and request scissors to cut out hand shapes. Children explore with interest a talking musical globe. They move parts to achieve effects and sounds and show pleasure and glee at their achievements. Children use a range of equipment, such as bicycles, cars, hoops, bats and balls. They explore the world around them and visit local parks. Children are enthusiastic, happy, confident and eager to learn. Children attend the local childminding group with children of similar and different ages which helps them to form good

relationships. The childminder has a good understanding of how to promote an inclusive practice which impacts on children's all-round learning and development.

Children are provided with a suitable range of indoor and outdoor equipment, and furniture. The childminder encourages children to take responsibility for their own safety and children take part in regular emergency evacuation practises. The childminder explains to children to cover their mouths when they cough and talks to them about visiting the dentist. This helps to promote good health and children's wellbeing. Children are well behaved and encouraged to respect and care for others through activities and discussions about feelings.

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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.