

Inspection report for early years provision

Unique reference number	302735
Inspection date	02/12/2008
Inspector	Janet Skippins
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 1997. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and a twelve year old in, Penistone, Sheffield. The whole of the ground floor is used for childminding and the children access the toilet on first floor. There is a fully enclosed garden available for outdoor play. She is registered to care for six children under eight at any one time and is presently caring for three children on the Early Years Register and a seven year old, who attend on a part time basis. The childminder collects children from the primary school in Penistone. She attends the local carer and toddler group.

Overall effectiveness of the early years provision

The childminder has a very good knowledge of each child's individual needs, and she promotes all aspects of children's welfare and learning with success. Children are safe and secure at all times in the welcoming, homely environment, although written risk assessments do not cover the outdoor area and outings. The childminder works in close partnership with parents, the local school and other agencies which contribute to ensuring that the needs of all children are very well met. Observation and assessment records show that the children make good progress and show their next steps for learning. However, these are not used to make written activity plans. Policies and procedures are in line with the Early Years Foundation Stage. Completion of the self evaluation form means the childminder regularly evaluates her service, taking into account the views of children and parents. This results in a service that is responsive to the needs of all users.

What steps need to be taken to improve provision further?

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

- develop written plans based on observations and assessments of the children's learning
- develop the written risk assessments to include outdoors and outings.

The leadership and management of the early years provision

The childminder demonstrates her positive commitment to continual improvement by attending relevant training courses. For example, she has recently attended training to find out about the Early Years Foundation Stage. She has given attention to the two recommendations made at the last inspection. Firstly, by developing children's awareness of fire safety through discussion about escape plans. She does this by talking with the children, using an innovative board book which is in the shape of a fire-fighter. She also now uses more positive terms when dealing with behaviour management. She discusses children's behaviour with them, and asks them to think about how their behaviour makes others feel.

The childminder evaluates her service by using the self evaluation form and working closely with the local authority, parents and children to seek their views. Records, policies and procedures are easily accessible, used appropriately and made available to parents. Information regarding children's welfare achievements and progress is shared through regular discussion and detailed records. These include well written observations, photographs of children's activity and samples of their work. This results in a good partnership with parents. The childminder maintains a close working relationship with outside agencies and the schools which the minded children attend. This enables her to meet the needs of the children well.

The childminder has a good knowledge of safeguarding children. She has a clear policy in place and works well with parents, ensuring that the welfare and protection of children is her priority. She takes care not to allow people whose suitability has not been checked to have unsupervised contact with the children while being care for. The childminder has started to maintain written risk assessments, but these do not include the outdoor area and outings. However, children are not at risk because the childminder does visual risk assessments of the outdoor area and supervises children closely at all times.

The quality and standards of the early years provision

Children are welcomed at the setting. They receive support and affection which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a wide range of resources. The childminder uses her good knowledge and understanding of child development to informally plan interesting activities both indoors and out. She treats children with equal concern, respecting their individuality and meeting their needs. The children take part in activities appropriate to their different needs and abilities, because the childminder is successful in promoting inclusive provision for them all. Anti-discriminatory practice is actively promoted so that all children feel valued. For example, children use books and jigsaws which show children from different backgrounds.

Children learn about nature by going on walks where they look closely at insects and collect leaves. They also enjoy creative activities, such as gluing and painting. The childminder values children's creativity by praising their efforts and displaying their work. Children are also engaged in activities, such as doing jig saws, singing songs and looking at books with the childminder. They receive skilful support from the childminder to extend their play and develop their language. As a result, the children are making good progress towards the Early Learning Goals. The children's development is recorded well in observation and assessment records which show their next steps for learning. However, these are not used to make written activity plans so the childminder has no formal way of checking that she is covering all the areas of learning.

Children are cared for in a very clean, safe and secure environment, where they learn how to keep themselves safe, indoors and outdoors, and how to identify

potential hazards. Routines, like regular hand washing before eating, are in place to help the children learn about health and hygiene. The childminder has attended first aid training, therefore, she is aware of how to care for children in the event of an accident. Accident and medication records are maintained correctly.

Children are developing a good knowledge of the importance of physical activity and fresh air as they go on regular walks. They develop physical skills through regular use of the swings and slides in the park. They learn about healthy eating through discussion while eating their meals and snacks with the childminder. Children are beginning to develop their knowledge of safety and how they can keep themselves and others safe because the childminder gives those gentle reminders, for example, to tidy up toys or they will fall on them and hurt themselves. The minded children behave well, are learning to share, and show good manners. The childminder follows her policy on behaviour management using positive strategies, such praising the children when they behave well, and using a wall chart showing smiley and sad faces to help the children express their 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
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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.