

## Inspection report for early years provision

---

<b>Unique reference number</b>	500646
<b>Inspection date</b>	02/10/2008
<b>Inspector</b>	Pauline Garfield
<b>Type of setting</b>	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 2001. She lives with her husband and their twin son and daughter aged 16, in Wath-upon-Dearne in Rotherham. The whole 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 presently caring for five children, three of which are in the early years age group.

The childminder walks to local schools to take and collect children. The childminder attends the local Childminding Network and is a member of the National Childminding Association.

The childminder supports children with learning difficulties, and children who speak English as an additional language.

## **Overall effectiveness of the early years provision**

The childminder has a very good understanding of children's individual needs and successfully promotes all aspects of their learning and development. The childminder works well with parents, local schools and other agencies to provide an inclusive, welcoming environment for all children. This means that children make good progress given their starting points and capabilities. A key strength of the provision is that the childminder completes regular, thorough self-evaluation and clearly identifies strengths and areas for improvement. This results in reflective practice that is responsive to meeting the needs of all children.

## **What steps need to be taken to improve provision further?**

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

- continue to develop an understanding of safeguarding procedures.

## **The leadership and management of the early years provision**

The childminder has relevant policies and procedures in place to support her working practice. She has a suitable knowledge of safeguarding and the procedures to follow if she has any concerns about the welfare and safety of children in her care. However, the childminder has not attended safeguarding training and therefore has not fully developed an understanding of safeguarding

procedures. The childminder has a good understanding of the requirement to complete and review risk assessments to minimise hazards to children, which helps to ensure children are safeguarded.

The childminder is enthusiastic in her approach to continually improve the service offered and has completed several training courses since her last inspection. She is working towards a level 3 in Children's Learning and Development and has a level 2 certificate in Equality and Diversity. The childminder has an equal opportunities policy and good support systems in place for children with English as an additional language, and children with learning difficulties. This ensures children's individual needs are well met. The childminder monitors and evaluates children's learning and development. All children have individual learning plans, and are provided with a broad range of activities and resources. Consequently, they make good progress towards the early learning goals.

Parents are provided with regular good quality information. They are fully involved in discussing children's starting points when their children first commence, and the childminder regularly involves parents with children's achievements both written and verbal. This enables parents to be fully involved with their children's progress, learning and development.

## **The quality and standards of the early years provision**

The childminder provides a stimulating, challenging, learning environment where children are happy, relaxed and content. The childminder has a good understanding of the learning and development of young children and plans activities which are linked to the areas of learning. The childminder observes and assesses children's learning in partnership with parents. Activities run alongside a theme and are linked to children's interests. Children enjoy creative activities of gluing, sticking and cutting. The childminder talks to children about the letter of the week, seasons, growing and the weather. Children recognise their names on cards and post them in a letter box. They enthusiastically sing together with the childminder anthems from around the world and spontaneously dance to music. Children show an interest in the wide variety of books that are available and make marks on paper with a range of resources. They make medals from clay for an 'Olympics' theme and the childminder promotes counting, shapes and problem solving. Children benefit from both focused adult-led and child-initiated activities. They independently access a puppet theatre with multicultural puppets and show an interest in the conservation of energy as they know to turn off switches on electronic toys. Children have regular opportunities to develop their coordination and benefit from the effects of fresh air through regular organised activities to the park, and by using equipment in the childminder's garden.

Children are well behaved. Their social skills are well promoted by a childminder who encourages sharing, self-respect and respect for others. This supportive environment enables children to thrive. Children celebrate a wide range of festivals, religions and cultures through everyday activities, themes and dressing-up clothes. This helps them to gain an understanding of the wider world. Children are encouraged to maintain a healthy lifestyle through healthy eating and an awareness

of hygienic practices. They regularly practise the emergency evacuation of the premises. The childminder talks to children about keeping safe, and children benefit from visits from the Ambulance and Police.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.