

Inspection report for early years provision

Unique reference number	501014
Inspection date	13/01/2009
Inspector	Sarah Gilpin
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 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 2001. She lives with her husband and their three children aged 18, 12 and 10 years in Sheffield. Children are cared for in the ground floor rooms, one basement room, and one designated bedroom on the first floor. There are bathroom facilities available on the first floor and the children have access to an enclosed outdoor area.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. She works on occasion with two registered assistants when they can care for a maximum of eight children. She offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary part of the Childcare Register. There are currently 11 children on roll who attend for a variety of sessions. There is provision for children with learning difficulties and disabilities and for those with English as an additional language. Care is provided from 08.00 to 18.00, Monday to Friday all year round.

The childminder is a member of the National Childminding Association and the Sheffield Children Come First Childminding Network, and she receives support from the local authority.

Overall effectiveness of the early years provision

The children are well cared for and have their needs met successfully by the childminder who knows them and recognises their individuality. Children are making progress in their learning because the routine is organised to provide a variety of play experiences. However, the links between the assessment of children and the planning for activities are not yet sufficiently robust. The childminder has good partnerships with the parents and carers and is beginning to forge links with other care settings. Her capacity to improve the provision and outcomes for children is demonstrated through self-evaluation and the implementation of changes to the service provided.

What steps need to be taken to improve provision further?

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

- develop the links between the observations and assessment of what the children know and can do and the planning for their future development and learning
- review the system for recording accidents and medication to ensure that all occurrences are recorded appropriately.

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

- ensure that the risk assessments are reviewed at least 27/01/2009

once a year or more frequently where the need arises
(Suitable premises, environment and equipment).

The leadership and management of the early years provision

The childminder has a comprehensive range of policies and procedures, which are shared with parents when their children first attend the provision. A parent information file details the childminder's qualification and training certificates as well as information about how she intends to care for the children. The childminder has conducted risk assessments for the premises and outings, although these have not been reviewed in line with requirements. There are clear systems in place for recording any accidents the children may have or medication administered to them. However, some of these are recorded in the children's individual journals, which do not remain on the premises; therefore, a complete record is not available at all times.

The childminder has completed a quality assurance scheme, attended a plethora of training courses, and uses this new knowledge to develop her provision for the children. She has implemented a clear system for observing and assessing the children, which provides a wealth of information about their abilities, likes, dislikes and interests. The childminder recognises that the next stage of this process is the links to planning activities to ensure she supports the next steps in each child's learning and development, and this has been highlighted as an area for improvement in her self-evaluation.

The childminder promotes an inclusive environment where all children are welcome; she ensures that activities and experiences are provided to positively promote children's awareness of the world around them and their local community. She has begun to forge links with the local school and nursery in order to exchange relevant information to ensure the children's welfare is promoted. The views of the children's parents and carers are sought regularly through informal exchanges as the children arrive and depart and via a questionnaire that the childminder produces, which provides them with the opportunity to give very positive and detailed feedback.

The quality and standards of the early years provision

The children are extremely happy and secure in the care of the childminder. They seek and are eagerly given reassuring cuddles and comfort when they are unsure about the presence of an unknown adult. The environment is carefully organised to give the children an opportunity to independently explore the age appropriate resources that are readily available to them. For example, a large storage box is set out in the centre of the room to allow the younger children to pull themselves up to stand and play with toys on the top. Because the younger children are beginning to verbalise, the childminder encourages their speech by talking to them constantly and repeating what they say to her. The children listen intently to the childminder as she gives them instructions that help to extend their play. The

childminder uses her knowledge of the children to provide activities that suit their age and stage of development. For instance, when a child began exploring and pouring their drinking water, she provided water play activities.

The children each have a development file, which shows details of the observations and assessments the childminder conducts on each of them. In some cases, the childminder has highlighted the next steps in children's learning, however, she has not used this information to plan activities or evaluate the impact of planning on the children's ongoing development. When the children are able, they contribute to their assessment folders by completing a specially designed 'all about me' form.

Children are safeguarded because the childminder has a clear understanding of her role in protecting them. She implements her policies and procedures to ensure their welfare is maintained, for example, the children's dietary needs are known, and foods are provided accordingly. Children are helped to develop their awareness of their own safety and the safety of others through general discussions about fire and road safety, and by encouraging play, such as with small pieces that could choke a younger child, in a separate area of the premises. The home is maintained to a high standard, children learn about good hygiene through everyday routines and they eat the healthy meals that are provided for them. They have opportunities to play outside in the fresh air when on outings to the park and other amenities.

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

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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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