

## Inspection report for early years provision

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<b>Unique reference number</b>	501016
<b>Inspection date</b>	06/10/2008
<b>Inspector</b>	Karen Cockings
<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, adult daughter and three school aged children in a suburb to the south west of Sheffield. The house is within walking distance of local schools, parks and other amenities. Access to the house is via a level path and step to the front door. The ground floor rooms are used for childminding, and two bedrooms and toilet facilities on the first floor. There is a level, enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She currently minds five children in the early years age range, three children in the later years age range and two older children. The childminder is registered on the Early Years Register (EYR), Childcare Register (CCR) and the Voluntary Childcare Register (VCR).

The childminder has a BEd primary teaching qualification and is a member of the National Childminding Association.

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

Children enjoy a varied range of worthwhile play experiences, which help them to make good progress in their learning and development. The childminder knows them well, providing effectively for their changing individual needs. She pays particular attention to supporting their growing independence and encouraging language development and social skills. Resources are used effectively to promote children's learning, although opportunities for children to select toys for themselves are sometimes restricted. The childminder builds strong partnerships with parents, ensuring that information is shared regularly with them. She makes very good use of self-evaluation systems to identify ways in which she can further develop her service and improve the outcomes for children.

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

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

- continue to build upon the links established with other settings providing for children in the Early Years Foundation Stage
- consider ways of making toys and play materials more easily accessible to children, to further encourage independent choices.

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

The childminder liaises very closely with parents in order to meet children's needs effectively and to promote their welfare and learning. She spends time in detailed discussion with parents before children are placed with her and ensures that there is good ongoing communication about daily events and children's progress.

Positive written feedback from parents indicates that they really value these opportunities for sharing of information about their children. The childminder actively seeks their views about the service she provides and makes time to share children's records with them, which helps to ensure that they are involved as much as possible in their children's learning. Partnerships with other settings, such as schools and nurseries, are not yet firmly established. However, the childminder has developed good links with local pre-school groups, providing opportunities for children to build relationships with others and to enjoy a wide range of play experiences.

The childminder gives priority to children's safety and to teaching them how to manage risks and dangers for themselves. She carefully assesses risk when planning outings, drawing upon her knowledge of individual children's capabilities and levels of safety awareness. She has a sound understanding of her responsibilities with regard to child protection, has attended recent training and has guidance materials readily available should she have any concerns. Written policies and procedures underpin important areas of practice and are shared effectively with parents. Record keeping and risk assessment systems are maintained well overall, to promote children's safety and welfare.

The childminder reflects sensitively upon her practice, taking into account the views of children and parents. Effective steps have been taken to address the recommendations made at the last inspection, including the development of photographic records to mark children's progress, and of written policies. The childminder has also taken other steps, such as improving children's security in the garden by fitting high level gates. She has attended a varied range of training in order to familiarise herself with the requirements of the Early Years Foundation Stage and to build upon her existing knowledge and skills. Thorough self-evaluation systems clearly identify strengths and areas for further development.

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

Children enjoy their time at the setting, where the childminder firmly supports the ethos of children learning through play. She sets out an attractive range of resources for them, to capture their interest when they first arrive. Children quickly become deeply absorbed in role play activities, as they pretend to be builders and have a tea party. The childminder acknowledges that some toys and play materials are not stored so that they can be easily accessed by children. Nevertheless, she ensures that children can make choices, by rotating selections of toys, talking to children about what they would like to do next and responding very readily to their suggestions. She gets to know individual children very well, providing sensitive support to help them make good progress in their learning and development. For example, she knows that some children are overwhelmed by large, noisy groups so she seeks out quieter environments, to help them to develop confidence and social skills. The childminder has a positive attitude towards inclusion, taking effective measures to ensure that all children are able to participate fully. She demonstrates, for example, a good awareness of how she would support children with English as an additional language.

There is an effective balance of indoor and outdoor activity, together with opportunities for children to play independently or alongside each other. They thoroughly enjoy being in the garden, where they gain strength and confidence as they push along wheelbarrows and steer wheeled toys along the path. They are fascinated by the plants they have been helping to grow and listen with interest as the childminder talks to them about what slugs eat. At times, they simply enjoy a few peaceful moments of wonder as they quietly wave a fallen branch from side to side and watch the leaves blowing. Children show sustained interest as they roll and pat dough into shapes and they like to listen to favourite songs and stories. The childminder uses different types of music effectively to create a calm or lively atmosphere. She makes good use of times when some children are sleeping to give others her undivided attention and to engage them in activities that will interest and extend them. Children are becoming confident communicators as they learn how to use language to express their needs and to build relationships. The childminder encourages them to become increasingly independent, so that they are learning how to put on their shoes and coats and manage their own personal care.

Each of the younger children have their own special books which include photographs of them at play, together with the childminder's observations and examples of children's work. The childminder makes good use of her observations to assess the progress children are making and identifies the next steps in their learning journey. Children love to spend time with her looking through their own folder, finding special friends and recalling activities they have enjoyed together. They are learning to consider the needs and feelings of others as they play. The childminder gently reminds them about the importance of sharing and helps them to find ways of resolving difficulties, such as how they can all safely enjoy using the seesaw. Rules are reinforced quietly and firmly, so that children begin to understand expected behaviour.

The environment is secure and welcoming. The childminder ensures that children have opportunities to sleep or to play quietly each day, so that they are well rested and able to benefit from the activities offered. Regular outdoor activity contributes to children's overall good health and healthy eating habits are promoted. Children tend to bring their own packed lunches, but the childminder talks to them about foods that are good for them and provides them with healthy snacks, such as rice cakes, fruit and breadsticks. Lunchtimes are pleasant social occasions as the childminder seats children so that they can look out into the garden as they eat. They like to watch the birds and squirrels, taking notice of the world around them and talking about what they see.

## 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
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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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet Early Years Foundation Stage General Welfare Requirements.

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.