

Inspection report for early years provision

Unique reference number	EY101344
Inspection date	13/02/2009
Inspector	Karen Cockings
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 2002. She lives with her husband and 10 year old daughter on the outskirts of Barnsley, within walking distance of local schools, parks and other amenities. The ground floor play room and kitchen are used for childminding and the bathroom on the first floor. There is an enclosed garden for outdoor play. The family has a dog, rabbit and guinea pigs.

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 group and two older children during the school holidays. She is included on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has a level three early years qualification. She is also accredited to offer places for children funded through the nursery education funding scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder takes very positive steps to promote children's safety and well-being within a welcoming and inclusive environment. She use activities well to increase children's awareness of safety and their understanding of the importance of healthy eating and exercise. Paperwork is maintained well and stored accessibly, although written risk assessments do not currently incorporate all types of outings. Children's individual needs are met effectively because the childminder liaises closely with parents and seeks additional training where necessary. She makes good use of different methods of self-evaluation to review her practice and plan for future development.

What steps need to be taken to improve provision further?

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

- further develop systems for observing and recording children's progress and continue to use observations to inform planning for individual children.

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

- review and develop systems for the recording and review of risk assessments for specific outings.
(Safeguarding and promoting children's welfare)

31/03/2009

The leadership and management of the early years provision

Children are cared for in a bright and stimulating environment, which is organised well to promote active learning. The play room is colourful, with attractive posters and children's art work on display. Toys and books are stored in low-level units, so that children can select resources for themselves. There is direct access from the playroom to the outdoor area, which means that in fine weather, children can make choices about where they play. The childminder makes good use of a local toy loan scheme to increase the variety of resources, including those which raise children's awareness of similarities and differences.

The childminder liaises closely with parents in order to meet children's individual needs. She gathers lots of useful information about children before they are placed with her, seeking out training, if necessary, to build her confidence and enhance skills in caring for children with additional needs. The use of two-way diaries and the sharing of children's development folders, supplement the verbal exchange of information with parents about their children's progress and significant events. The childminder builds links with other settings involved in children's care, such as a local nursery, by talking to staff about what children are doing and extending activities in her own home.

Children's welfare is safeguarded because the childminder has a good understanding of her responsibilities with regard to child protection. She attends relevant training to keep her knowledge up-to-date and has guidance materials readily available should she have any concerns. Most records, policies and procedures are maintained well to promote children's safety and well-being. Risk assessments are completed for the house and garden and the childminder clearly identifies hazards when taking children on outings. She has at present, no system for recording and reviewing risk assessments for outings which is a breach in requirements. However, she has enrolled for training with a view to improving documentation in this area.

The childminder critically reflects upon her practice and makes good use of self-evaluation systems to help her target areas for improvement. She also visits other settings, such as a nearby Early Excellence Centre, where she gathers new ideas for the further development of her own setting. There is a firm commitment to training as a means of enhancing her practice, and since the last inspection the childminder has attained a relevant level 3 qualification. Recommendations made previously have been addressed well to improve outcomes for children.

The quality and standards of the early years provision

Children enjoy the time they spend with the childminder who gives them her full attention and builds warm and trusting relationships with them. She responds very sensitively to children, helping them to feel secure and building their confidence. Children who are very shy at first are gradually introduced to other settings, where they learn to play with others, but with the childminder close by for support if needed. She comments positively on their achievements and tells them how kind

they are when they share resources, so that they feel good about themselves and are thoughtful towards others.

There is a calm, pleasant atmosphere in the setting, where children readily engage with activities. They are involved in interesting outings, such as visiting a nearby park and farm, where they thoroughly enjoy feeding baby animals and learning how cows are milked. The childminder notices how much some children enjoy these experiences and develops her planning accordingly, so that the programme is very much led by the children themselves. She observes how well children respond to puppets when they visit a local group and provides these in her own setting, using them to stimulate communication and involvement in songs and rhymes. Children become familiar with daily routines, such as finding their name and photograph label to attach to the board to show which children are present. The childminder skilfully brings number, sorting and colour recognition into children's play and encourages language skills as she talks and listens to them.

The childminder compiles attractive folders for each of the children, which include photographs of them at play, observations and examples of their work. She is beginning to introduce more detailed observations, which clearly identify the next steps in children's learning. Systems for tracking and recording children's progress are less well established, although the childminder has a good understanding of how children are developing.

Children's health and safety are given high priority. They enjoy healthy meals and snacks, which include fresh fruit and vegetables, and drinks of water or juice are readily available throughout the day. Children develop physical skills and an interest in the world around them as they visit parks and indoor play centres. Activities, such as a mini olympics, are planned with other local childminders and their children. They take part in exercises and action rhymes as part of a topic on 'my body', talking together about how the activity will make them big and strong. Their awareness of safety is raised through daily routines and conversations but also through planned activities. For example, they make their own traffic lights and practise crossing roads safely as part of their role play.

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.