

Inspection report for early years provision

Unique reference number	EY217311
Inspection date	05/03/2009
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 two adult sons on the outskirts of Barnsley, within walking distance of local schools, parks and other amenities. The ground floor rooms are used for childminding and there is a fully 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 four children in the early years age range and five older children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works on occasions with her mother as her assistant.

The childminder has a level 3 early years qualification and is a member of the National Childminding Association. She is also an accredited member of the Barnsley Childminders Network and is eligible to care for children funded through the nursery education scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe and inclusive environment, where their individual needs are carefully considered. The childminder works closely with parents and other professionals to provide sensitive support to children, who make good progress in their learning and are happy and secure. There are clear systems in place for observing children as they play, although children's next steps are not always formally identified. She is building links with other settings involved in children's care. The childminder makes good use of opportunities to evaluate her practice, accessing regular training to further develop skills and knowledge.

What steps need to be taken to improve provision further?

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

- consider further ways of involving parents in their children's learning and inviting their contributions to children's records
- further develop the use of observations to identify the next steps in children's learning and to inform planning.

The leadership and management of the early years provision

The childminder demonstrates a firm commitment to the continuous improvement of her service. She takes positive steps to address previous recommendations, including the provision of more resources to help children understand and appreciate similarities and differences. Since the last inspection she has also attended a varied range of additional training and attained a relevant level 3

qualification. As an active member of the National Childminding Association she attends regional and national conferences, which keeps her up-to-date with childcare issues. She also meets regularly with her childminding network and advisors. This, together with the use of formal self-evaluation systems, helps her to reflect upon her practice and to identify areas for further development.

Children's individual needs are met effectively in this welcoming and inclusive setting. The childminder works in partnership with parents and other professionals, such as Portage workers and physiotherapists, to provide the right levels of support to children. She liaises closely with parents, keeping them well informed about her service and about their children's progress. Two-way diaries are used to supplement the daily conversations with parents and their children's development records are available for parents to see whenever they wish. Although parents sometimes use the diaries to pass on significant information to the childminder, opportunities to fully engage and involve them in their children's learning are not yet fully exploited. The childminder recognises the importance of building links with other settings involved in children's care, finding out what children are doing in nursery and school so that she can extend activities in her own home.

Children's safety and well-being are given high priority by the childminder, who takes effective measures to keep them safe, including risk assessments and daily checks of the indoor and outdoor environment. She also makes good use of opportunities to raise children's awareness of safety, so that from an early age they are alert to potential dangers. For example, they learn that babies and toddlers might put small toys in their mouths and they know about the importance of holding hands and looking out for the green man when crossing roads. The childminder has a good understanding of her responsibilities with regard to child protection and is confident to follow the correct procedures should she have any concerns. Required records, policies and procedures are maintained well to promote children's health and safety.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She interacts very warmly with them, staying physically close to reassure and support children as they explore their environment. She uses her own observations and discussions with parents to find out about children's interests, so that she can provide resources that will appeal to them. For example, she provides a mirrored toy for a baby who loves to see her reflection and plenty of different telephones for children to have pretend conversations with their parents. Resources are mostly stored within children's reach in low-level units and boxes so that they can make independent choices about their play. There is easy access to the garden, which encourages freedom of movement between indoor and outside spaces.

Children develop physical skills and confidence as they play. Younger children use furniture to pull themselves to a standing position and excitedly crawl along, chasing a toy that is being pulled along by an older child. Pushchairs are steered competently around obstacles as children take their dolls for a walk. Interesting outings are planned in the local community, including visits to a nearby farm and

walks in the woodland, where children pretend they are going on a bear hunt, re-enacting one of their favourite stories. Children's language and number skills are nurtured as they listen and join in with songs and rhymes, such as '10 green bottles'. They begin to use number spontaneously in their play and at mealtimes, counting how many raisins they have left in their bowl. They are learning to recognise their own names as they find their label and display it to show which children are present today.

The childminder makes regular observations of children to help her to find out about their interests and abilities. These observations, together with photographs and examples of children's work, are included in children's development folders as a record of children's progress. A more formal tracking sheet has also been recently introduced. Observation notes do not always clearly indicate the next steps in children's learning although the childminder has a good insight into the progress they are making and how she can support them. She ensures that her weekly planning incorporates all areas of children's learning and provides a well balanced range of play experiences.

Children's good health is promoted through regular opportunities for outdoor activity. They have access to suitable physical play resources and use larger equipment at parks and indoor play centres. They enjoy healthy meals and snacks, which include fresh fruit and vegetables. Their growing independence is nurtured as babies learn to feed themselves and older children confidently fetch their drinks when they are thirsty. They are cared for in a clean and comfortable home where the childminder takes effective measures to protect them from the spread of infection. The environment is calm and welcoming; children play happily alongside each other and are learning to consider the needs of others. Simple house rules are positively worded and displayed as a reminder if necessary, so that children learn to share, to be kind to each other and to respect property.

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
---	-----

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

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.