

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217828
<b>Inspection date</b>	18/11/2008
<b>Inspector</b>	Karen Cockings

<b>Type of setting</b>	Childminder
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## 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 partner and 11 year old daughter on the outskirts of Barnsley, within walking distance of local schools, parks and other amenities. The house is accessed via a level path and step to the front door. The whole of the ground floor is used for childminding and there is an enclosed outdoor play space. The family has a pet tortoise and a lizard, kept in a tank in the sitting room.

The childminder is registered to care for a maximum of six children under eight years at any one time. She currently minds two children in the early years age group and four older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds an early years qualification at level 3 and is a member of a local childminder group.

## Overall effectiveness of the early years provision

The childminder responds warmly to children, building positive relationships with them and helping them to make steady progress in their learning and development. Children's health and safety are promoted satisfactorily, although there are no systems in place for recording risk assessments. A welcoming, inclusive environment is provided. The childminder builds appropriate links with parents and other settings, but there are no clear complaints procedures in place. She strives to improve her service and is beginning to use self-evaluation systems to identify what she does well and target areas for development.

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

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

- develop the use of observations and assessments to identify the next steps in children's learning and to plan play and learning experiences for children.

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

- develop systems for recording and reviewing risk assessments (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 31/12/2008
- develop procedures for the investigation and recording of complaints (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 31/12/2008

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

Children are cared for in a secure and welcoming home, where the childminder takes appropriate measures to keep them safe. She conducts daily visual checks of the premises before children arrive, but does not maintain a record of risk assessments and the action taken to address any hazards identified. This is a breach in the requirements for registration, which could compromise children's safety. However, children are learning how to keep themselves and others safe, as part of their play and through discussion with the childminder. For example, the childminder uses role play resources to help them to learn about crossing roads safely and to reinforce what happens when they are out and about. The childminder has a satisfactory understanding of her responsibilities with regard to child protection. Most required record keeping systems, policies and procedures are in place and maintained appropriately but the childminder is not fully conversant with regulations regarding the investigation and recording of complaints.

Information about the service is shared effectively with parents. The childminder has produced a well presented booklet and she displays important documentation for parents to see. She liaises closely with them to help her to meet the individual needs of children and to share significant information. Parents comment positively on the levels of communication and the good relationships she builds with children. The childminder also builds partnerships with other settings involved in children's care. She liaises with children's key persons at nursery and finds out what children are doing elsewhere so that she can extend activities at home. For example, she helps older children to use the internet to find a song they have been singing in school as part of a history project.

The childminder organises toys and play materials in low-level boxes, so that children can make their own choices. She has used additional funding to help her to extend the range available, including more resources to raise children's awareness of diversity. She uses them effectively with children to stimulate conversation and increase their understanding of similarities and differences. For example, they talk about what sushi is and how chopsticks are used as they handle the play food and utensils. The childminder recognises that children may have additional needs and provides appropriate support, such as planning activities to promote language skills where there is speech delay. She reflects upon her practice and is beginning to use formal self-evaluation systems to help her to identify strengths and areas for improvement. Actions taken to address previous recommendations demonstrate the childminder's firm commitment to the further development of her service.

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

Children feel welcomed and secure in the childminder's care. They engage well and enjoy the time they spend with her, taking part in a balanced range of activities, both indoors and away from the setting. Children particularly like their regular visits to a local indoor play centre, where they have fun in the ball pool and gain

confidence in themselves as they climb and balance. Imaginative play is also a favourite and children use language well as they serve 'cups of tea' to their visitors. Older children have enjoyed re-telling one of their favourite stories, using brown paper to make the long grass that swishes as they go on a bear hunt. The childminder makes good use of opportunities to bring learning into children's play, encouraging their counting and number skills and developing their awareness of the world around them. She has made some of her own matching games and has successfully used empathy dolls to help children communicate and share their feelings.

The childminder gets to know children well, observing them at play and talking to them to find out more about their interests. These observations help to inform her planning, but as yet there is no clear identification of the next steps in children's learning. She has started books for each of the children in which she includes photographs, observations and examples of their work. Older children are encouraged to add their own comments and the records are shared regularly with parents. The childminder is not yet fully confident about recording children's development but she is exploring different methods to demonstrate how children are making progress in their learning.

Children's health and welfare are promoted satisfactorily. The childminder protects them from the spread of infection by keeping the home and equipment clean and encouraging children to follow safe practice. She is aware of health risks associated with family pets and ensures that clear procedures are followed, particularly with regard to hand washing. Snacks and meals are provided by the childminder, who limits sweetened foods and crisps as much as possible. She also offers fresh fruit as an alternative. Children have been involved in helping to grow tomatoes and lettuce, making them more aware of how foods are produced and what is good for them.

The childminder takes a positive approach with children, who respond well to her guidance and support. The 'golden rules' are on display and used as necessary to remind children of boundaries and expectations. Children are encouraged to be kind and helpful towards others, to share and to take turns as they play. The childminder sensitively discusses issues as they arise, such as the importance of boys and girls having equal access to toys and activities. This helps children learn to play cooperatively together and maintains a happy atmosphere, which is conducive to children's learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR7) 31/12/2008
- take action as specified in the early years section of the report (CR5) 31/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR7) 31/12/2008
- take action as specified in the early years section of the report (CR5) 31/12/2008

## **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.