

Inspection report for early years provision

Unique reference number	EY217971
Inspection date	27/02/2009
Inspector	Hilary Mary Mckenning
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 adult son in New Lodge, near Barnsley. The house is close to the local school, shops and other amenities. The whole of the ground floor of the premises are used for childminding. There is a secure garden available for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for six children on a part time basis, two of whom are in the early years age group. The childminder is a member of the National Childminding Association and the local childminding group. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a calm environment where children are happy and confident. Although observations are not routinely completed with all children, they are making steady progress and their learning and development is promoted. Children access a variety of resources and experiences where they can learn about themselves and explore differences. The childminder promotes inclusive practice; she regularly consults with parents about their children's routines and interests. Most of the required documentation is in place and maintained appropriately. The childminder recognises the value of continuous assessment to raise the quality of her practice and is beginning to use self-evaluation to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessment in order to plan to meet children's individual needs
- plan and provide experiences which are appropriate to each child's stage of development and are linked to the early learning goals

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

- inform Ofsted of any change of circumstances including those which refer to any change of the persons aged 16 or over (Suitable people)(also applies to both parts of the childcare register) 27/03/2009
- keep a clear record of risk assessment procedures carried out on the premises and outings (Documentation) 27/03/2009

The leadership and management of the early years provision

Children are comfortable and settled in the setting, which contributes to their well-being. Arrangements for safeguarding children are satisfactory. The childminder has a positive understanding of her role in safeguarding children and ensures she has up-to-date information of the signs and symptoms of abuse and the correct procedures to follow should any concerns arise. Most of the required records, policies and procedures are implemented and shared with parents to promote children's welfare. The childminder is required to notify Ofsted of any significant changes to the household, which she has failed to comply with. Although the childminder carries out a daily checklist to ensure the environment is safe and secure, there are no records of risk assessments completed for the premises or any outings. This is a clear breach of two requirements.

Children are introduced to safety and how to keep safe for example, the childminder explains why rules are needed and children are involved in safety discussions. They are encouraged to think about road safety during their walks and learn safe practices as they use the large play equipment in the park. Children are familiar with the evacuation procedure and they take part in regular fire drills.

The childminder has a positive relationship with children and their families. Parents receive a wide range of information, including policies, procedures, written agreements and permission forms. Each day parents receive verbal feedback and a daily diary is used to inform parents about their child's day. This supports a positive and successful relationship. The two-way flow of information ensures children are fully supported and that parents are involved in their child's learning and development. They are invited to contribute what they know about their child's needs and interests. This enables childminder to meet the individual needs of children.

The childminder has a sound knowledge and understanding of the Early Years Foundation Stage framework and is developing observations and assessments of children's achievements. However, these are not in place for all children currently attending and they do not inform planning or clearly identify children's next steps. The childminder liaises with other providers delivering the Early Years Foundation Stage, although information is not shared to ensure continuity of children's learning and care. The childminder has improved her provision by adapting the playing areas so that children can play safely and securely. Although the childminder has started to evaluate her practice, the system to identify strengths and weaknesses is not fully developed in order to ensure further improvement.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming environment. There is sufficient space available for children to move around safely and independently. Children easily access a variety of resources that are developmentally appropriate to their needs and interests. Older children enjoy a wide range of books, songs and

rhymes and free access to mark making materials. They experiment with writing for themselves and are beginning to write recognisable symbols and letters to represent their names. This is effectively supporting children's learning and competence in communicating, language and literacy. Children are forming good relationships with each other and enjoy activities together as they experiment with colours when making a collage and pictures. Older children gently guide younger children through a game of picture lotto which they had previously made. Children are beginning to understand the concept of number as they eagerly join in singing number rhymes. Recently children have been involved in setting up a weather station, monitoring the differing daily weather and recording rainfall collected.

Children are making sound progress in all of the areas of learning. They are supported by the childminder who satisfactorily promotes their overall welfare and development. Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with any accidents involving children. The childminder has a sound understanding of safeguarding children and she is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care. Children readily follow clear and consistent routines that promote good hygiene and protect children's health. The childminder gets to know children well and spends time playing and talking with them, ensuring they all have the opportunity to join in and have fun. She communicates easily with the children, listening and speaking as they let their needs be known. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy such as inset trays and jigsaws. Younger children show delight and giggles at the moveable eyes as the childminder reads their favourite book.

Children make a positive contribution by becoming involved in all areas of play. Children access a variety of resources and experiences where they can learn about themselves and explore differences. They are encouraged to share, be kind and have mutual respect for others. There is the opportunity for children to explore the immediate environment with interest, building on their natural curiosity. Children enjoy plenty of opportunities to access physical activities. They walk to and from school daily, visit the shops or local park and access the outdoor play area, which is well equipped. Children are active and gain confidence in what they can do with their bodies as they negotiate the slide and climbing frame. This helps children to develop a positive sense of well-being.

The childminder has started to make written observations of what some children do and enjoy which she shares with their parents. The childminder takes advantage of training opportunities in order to develop her practice.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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

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) (CR10) 27/03/2009

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) (CR10). 27/03/2009