

Inspection report for early years provision

Unique reference number	EY220995
Inspection date	12/11/2008
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 14 year old son on the outskirts of Barnsley. The house is within walking distance of local schools, parks and other amenities. It is accessed via a level path and steps to the front door. There is also level access to the rear entrance. The ground floor rooms are used for childminding and there is an enclosed outdoor play space. The family has a dog.

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

The childminder has attained a qualification at level three in childminding practice and has links with local childminder groups.

Overall effectiveness of the early years provision

The childminder has a secure knowledge of children in her care. She introduces play experiences positively, engaging children's interest and helping them to make steady progress in their learning and development. She provides appropriate support where there are additional needs and is beginning to use observations of children at play to inform her planning. However, some aspects related to the safety and well-being of children are not fully addressed. Partnerships with parents are strong, although links with other settings are not yet well established. The childminder reflects upon her practice and is making use of formal self-evaluation systems to identify areas for development.

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 developing children's awareness of the importance of healthy eating and following safe hygiene practice
- further develop the use of observations and guidance materials to identify learning priorities and plan learning and development experiences, particularly for babies and toddlers
- consider further innovative ways of developing children's awareness of similarities and differences.

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

- review and extend risk assessment procedures to include all areas of the premises used for childminding (Suitable premises, environment and equipment)

14/12/2008

The leadership and management of the early years provision

The childminder takes some positive steps to safeguard children and promote their welfare. She has devised a written child protection policy, which she shares with parents, and she has guidance materials readily available, should she have any concerns. Appropriate measures are taken within the home to maintain children's safety, including having safety gates in place to restrict unsupervised access to other areas of the house. Risk assessments are completed for specific outings, but the childminder has not kept formal records of risk assessments to cover all areas of the premises or to identify action taken to address hazards. This is a breach in the requirements for registration. Fire safety is addressed well and children are learning how to keep safe because the childminder practises evacuation procedures with them. During outings, they learn to cross roads safely, looking out for the green man and using specified crossing places.

Written policies and procedures support important areas of practice and contribute to children's safety and well-being. Most required records are maintained appropriately and are shared as necessary with parents. The childminder liaises closely with them, to help her to meet children's individual needs. For example, she spends time talking to parents and gathering personal information before children start to attend. She keeps parents informed about their children's progress through ongoing dialogue with them and through sharing daily diaries. This enables parents to be more involved in their children's learning, for example, as they share songs and rhymes that the children have been learning with the childminder. She recognises the importance of working in partnership with other settings involved in children's care and is beginning to build these links.

Children and their families are given a warm welcome. The childminder gets to know individual children well, observing them and talking to parents to discover more about children's interests and personalities. She plans some activities to increase children's awareness of similarities and differences, such as introducing them to different foods. She makes use of opportunities when children are out and about locally, to help children understand and respect different cultures and needs. There are few resources currently available at the setting, although the childminder is aware of local loan schemes.

The childminder demonstrates willingness and capacity to make further improvements to her service. She has taken steps to address recommendations from previous inspections and takes advantage of training opportunities to consolidate skills and knowledge. She is beginning to use self-evaluation systems to identify strengths and areas for future development.

The quality and standards of the early years provision

Children are happy and secure in the childminder's care. She interacts with them in a very lively way, helping them to feel at home and finding fun ways of engaging

their interest. For example, she makes up songs while they are out walking to encourage children to be observant and take notice of their environment. They confidently approach her for help or for cuddles and reassurance. Resources are stored in transparent boxes, mostly at child height, which enables them to make choices for themselves. The childminder has made some attractive displays, including a weather chart featuring characters from the children's favourite stories and television programmes. Children are keen to let her know that 'it is windy today', so that she can stick on the relevant labels. She uses games well to encourage children to use language and communicate with each other.

The childminder has begun to produce attractive books for each of the children, in which she includes photographs of them at play, her own observations and some forward planning to help them to make progress. She is using the Early Years Foundation Stage guidance to assist with the planning of suitable activities for children. They take part in interesting creative projects, such as making papier mache pumpkins and decorating masks. They enjoy drawing detailed pictures of faces or simply making lines and circles. Older children are developing a good understanding of number and count confidently, for example, as they work out how many legs the octopus has in their picture book. The childminder notices a child's interest in trains, so plans a visit to Barnsley station and a journey by train together. She is less confident, however, when planning for babies and toddlers in her care.

Children's health needs are satisfactorily addressed. The childminder takes appropriate measures to protect them from the risk of infection. For example, she makes her policy with regard to the care of sick children clear to parents and takes steps to protect children from health risks associated with the family dog. Children benefit from fresh air and exercise because they go on regular walks and visits to parks and play centres. They have access to tricycles and other wheeled toys at the premises and the childminder has identified ways in which she can further develop her outdoor play space. Parents send packed lunches and snacks for their children, and they are provided with regular drinks throughout the day. The childminder finds out about individual dietary requirements but does not fully promote children's awareness of the importance of eating healthy foods and following safe hygiene practice.

Relationships with children are warm and positive, which supports children's growing confidence in themselves and respect for others. They play cooperatively together, sitting side by side happily as they draw, and having fun as they see who will finish their jigsaw first. The childminder speaks affectionately to children and warmly acknowledges their achievements. She creates a happy atmosphere, where children feel secure and valued.

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?	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

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.