

Inspection report for early years provision

Unique reference number	EY231663
Inspection date	03/12/2008
Inspector	Lynn Rodgers
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 teenage children in a semi-detached house in a suburb of Sheffield. The whole of the ground floor of the childminder's house, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children, all of which are in the Early years age group. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have fish and some small, caged animals. The childminder is a member of the National Childminding Association and has the Pathway to Quality, bronze award.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register

Overall effectiveness of the early years provision

The childminder ensures that all children are included because she establishes their individual needs and plans activities that encourage the children to play together. Children are beginning to develop the habits and behaviour appropriate to good learners, recognise their own needs, and those of others, because they are encouraged to behave well, and respond to achievable rules and boundaries. Children begin to understand and adopt healthy habits, such as good hygiene practices and are able to make healthy choices about what they eat and drink, as they follow daily routines. For example, learning personnel hygiene skills and keeping safe. The childminder ensures she helps the children to make as much progress as they can in communicating, literacy, numeracy, and information and communication technology, through well planned activities, that include math, creativity, developing their language skills and creating a positive attitude towards their overall development. Children are beginning to develop good habits as active, inquisitive and independent learners, as they enjoy a well balanced range of play situations.

What steps need to be taken to improve provision further?

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

- further develop monitoring of children and include the next steps
- keep a clear record of risk assessment findings and how these are dealt with.

The leadership and management of the early years provision

The childminder carries out suitable risk assessments, both inside and outside the home. However, there is no clear indication of how she has addressed any hazards

or issues. All persons working with the children have been vetted and checked and the childminder has successfully completed a relevant safeguarding children course. She has implemented appropriate systems for reporting any concerns and knows who to contact should any concerns arise.

The childminder plans children's activities, links them clearly to the six areas of learning and has begun to monitor their progression to enable her to move them on to the next stage of their development. Children take part in stimulating and exciting activities. For example, problem solving using number, calculation and construction. All children's information, medical needs and details are recorded for future reference and the childminder is mindful of only releasing children to the authorised persons. She ensures all her documentation is up-to-date and shares relevant information with the parents.

The childminder has valid insurance, a first aid certificate and her vehicle documents are in order and suitable for childminding purposes. She attends courses that are relevant to enhance her provision and has a positive attitude towards training and her personnel development. She maintains her adult, child ratios and parents are fully conversed about their child and what they do. Improvements raised at the last inspection have been successfully addressed and the childminder continues to self-evaluate her setting to enable her to make improvements in her provision.

The quality and standards of the early years provision

The childminder is proactive in helping children to behave in ways that are safe for themselves and others. For example, appropriate explanations, good practice and keeping all safety in the home up to the required standards. She helps children to develop an understanding of danger and how to stay safe, through teaching them to be responsible for tidying up, using a safe place to cross the road, and talks about not going with strangers or talking to them. She encourages the children not to run on the pavement and to walk on the inside of the path, away from the edge of the roads.

Children are taught to be active and understand the benefits of physical activity because the childminder ensures children are active and have access to fresh air and exercise each day. For example, walks, visits to the park and outings. Children begin to understand and adopt healthy habits, such as good hygiene practices and make healthy choices about what they eat and drink. The childminder sets good examples for children to follow, has established daily routines and provides them with a healthy and nutritious diet. Children have a choice in what they eat to a certain extent, as the childminder is only responsible for the provision of snacks.

The childminder helps children to enjoy their learning, through a well balanced range of suitable activities and play situations. She plans for each day and ensures all children are included and enjoy what they do. They are given choices and can request activities they particularly like. Children are beginning to make progress towards the early learning goals in relation to their starting points, capabilities and interests, because the childminder uses the practice cards and six areas of learning

to plan activities. However, there are no clear indications relating to the children's next steps of their development.

Children are encouraged to be active learners, be creative and think critically. They work independently and with each other, because they have routines, access to selected activities and sufficient support and encouragement. Children are beginning to develop the habits and behaviour appropriate to good learners, recognise their own needs, and those of others because they are encouraged to behave well, adhere to the rules of the house and be kind and respect each other. They join in, make friends with others in their peer group and the childminder takes into account their diverse needs and backgrounds. Children respond to the expectations of those who work with them and have the ability and opportunity to make choices and decisions. The childminder ensures she helps the children to make as much progress as they can through well planned activities, that include math, creativity, supportive development of their language skills and a positive attitude towards their overall development. They are developing collaborative skills and problem solving, through being inquisitive, exploring and using their imaginations. They are beginning to understand the wider world because the childminder holds meaningful discussions with them, they take part in food tasting sessions and enjoy being involved in other festivals and celebrations.

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?	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?	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:	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 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.