

Inspection report for early years provision

Unique reference number	EY257343
Inspection date	13/11/2008
Inspector	Yvonne Victoria Facey
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).

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 has been registered since 2003. She lives with her husband and their two children, aged 12 years and eight years, and the family have two pet guinea pigs. The family live in the Sheffield. The property is situated within walking distance of the local schools, park and shops. The areas of the home used for childminding purposes include the living room, dinning area and kitchen. Children have access to the bathroom on the first floor. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children, of whom three may be in the early years age group. The childminder is a qualified nursery nurse and holds a NNEB Certificate. There are currently five children on roll attending on a part-time basis.

The childminder is a membership of the National Childminding Association. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder has a good knowledge of the Early Years Foundation Stage and has a good awareness of the individual needs of children. Observations, assessment and planning systems are in place to support children's learning. The childminder has successfully evaluated her provision and has identified the strengths and weaknesses to enhance her provision. Appropriate details and discussions are held with parents to ensure that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation plan with all children
- encourage children to recognise their own unique qualities and develop their understanding of difference.

The leadership and management of the early years provision

The childminder continues to improve her professional knowledge as she has completed relevant training to assist her in her childcare practice. For example, on safeguarding, first aid and the Early Years Foundation Stage. A good range of policies and procedures is in place which includes written risk assessments so children's safety is maintained. The childminder has a good understanding of the early learning goals and planning for children's next steps. An individual file for each child is kept, with observations and assessments and progress recorded, and

a daily diary is used. The childminder is aware of the need to liaise with other childcare providers in order continue children's learning.

The childminder has a good understanding of using information from parents to extend children's learning. Children's likes, dislikes and interests are considered when they are new to the setting and information is used to plan future activities and to help settle them in the setting. Useful information about the Early Years Foundation Stage is shared with parents in a variety of ways. For instance, from childcare magazines and government documentation. The childminder links home and her provision by planning activities to get parents involved. For example, by asking the children to bring items with them for modelling or photographs for their personal files, which enables them to contribute to their learning.

Strengths and weaknesses are clearly identified to ensure the childminder continues to provide a good variety of activities and care for children. There are good systems in place to evaluate the service provided and to monitor children's progress. The childminder has successfully completed recommendations from her previous inspection.

The quality and standards of the early years provision

The childminder provides good support to promote children's welfare, learning and development. A good range of resources is available to children to ensure they enjoy their time at the childminder's and are learning a variety of skills. For example, there are books, puzzles, mark-making equipment and construction toys. Space within the home is well organised to enable children to participate in a balanced range of activities. For instance, the childminder's home is organised in each area of learning to ensure that all areas are covered every day. She uses meaningful milestones and children's interests alongside the Early Years Foundation Stage practice guidance to ensure that she is planning for all the children's learning needs to help them progress.

Children's creative development is well supported so they can use their imaginations in many different ways. For example, dressing up resources, the home corner and a cardboard box made into a police station stimulate children's interest. Children have good opportunities to explore problem-solving skills. For example, one of the children built a house and realised they had to reconstruct it because it did not have a window. Children's language skills are developing well. For instance, one of the parents explained that their child was making animal sounds, so the childminder included the play farm in her planning and the parent fed back that the child was saying lots of new words as a result. Children show confidence and good levels of independence as they move around selecting activities from the good range of resources available. Children behave well because the childminder makes good use of simple house rules so they know what is expected of them.

All children's health is well supported as the childminder has policies in place to exclude children if they are ill and accidents and existing injuries are recorded. There are suitable opportunities for children to develop their physical skills and

have fresh air as they spend some time each day going to the park and on walks. The childminder discusses healthy and unhealthy foods with the children and encourages them to eat healthy snacks.

The childminder has a good understanding of keeping children safe and there is a range of safety equipment in place to maintain a safe environment, which includes socket covers and safety gates. There is a detailed fire plan in place. However, this is not practised with all children. Children are involved in discussions and activities to help them understand how to keep themselves safe. For example, a safety book is being developed with the children, which includes pictures and activities on how to stay safe. The childminder has a suitable understanding of inclusion and teaching children about difference. However, some aspects of providing all children with opportunities to explore their own culture are not fully developed. Overall children's care and learning are supported well, which enables them progress in all areas.

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?	3
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

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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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