

Inspection report for early years provision

Unique reference number	300318
Inspection date	22/09/2008
Inspector	Angela Howard
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 has been registered since 1995. She lives with her husband and four children aged 17, 14, 11 and 10 years. They live in Woodhouse, a large residential suburb in Sheffield. The whole of the ground floor, which can be easily accessed, plus toilet facilities on the first floor of the premises, is used for childminding. There is a secure garden available for outside play. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll of which, two children are in the early years age group. The childminder is registered on the Early Years Register, Compulsory and Voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children enjoy a secure relationship with a trusted adult, who listens to them and is attentive to their needs. They feel valued and are helped to feel good about themselves, through receiving positive support, praise and encouragement. Children love their time at the setting and are making appropriate progress in their learning. The childminder has made improvements in response to recommendations made at previous inspections, to enable children to remain safe and achieve. She has attended training in many different areas, including the Early Years Foundation Stage, child protection and other courses, designed to help her further develop her service.

What steps need to be taken to improve provision further?

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

- develop further the curriculum and a system to analyse and review what each child can do, to show their progress and plan for their next steps in their learning
- establish a system to monitor and evaluate the quality of the childminding practice to identify strengths and to monitor the impact of the changes made
- ensure parents are actively involved in extending children's learning in the home.

The leadership and management of the early years provision

The childminder has good systems in place to ensure children access a safe and secure environment. Good risk assessment documentation is maintained to minimise risks and to safeguard children. All records, policies and procedures, which are required for the efficient and safe management of the setting and for children's well-being are in place and they are implemented successfully. Children are well protected, as the childminder has a good awareness of her role and

responsibilities with regards to safeguarding children. The wide variety of good quality toys and resources, which are easy to access, promotes children's independence and choice, which creates a child-friendly environment. This allows children to have time and space to concentrate on activities, to help develop their own interests and for them to be in control of some of their own learning. The childminder has a good understanding of children's stages of development and is beginning to make links to the Early Years Foundation Stage. She is beginning to look at a planned curriculum and understands the importance of good quality observations and assessments of the children. However, this is in its infancy and the childminder is not yet able to fully demonstrate where each child is at in their learning, where they need to go and what the most effective practice is to support them and to sustain a successful learning environment.

The childminder is motivated and a good communicator. She has a clear sense of direction and is committed to continuous improvement. However, there are no clear systems established, to monitor and evaluate the quality of the childminder's practice, to identify strengths and to monitor the impact of any changes made. Children feel comfortable in friendly surroundings and are very much respected and valued as individuals. They develop a strong sense of belonging, as they are familiar with routines and they participate enthusiastically in activities. Ongoing verbal communication and the introduction of children's achievement records ensures that parents are kept up-to-date about their child's care. However, parents are not fully involved in extending children's learning in the home.

The quality and standards of the early years provision

Children initiate their own play and learning, promoting their independence. They move around freely and confidently. The children are clearly happy and settled in the environment, which contributes effectively to their overall well-being. Children love coming to the childminders, they share a very warm and caring relationship, enjoy lots of cuddles and physical closeness, so that they feel secure, which enhances the children's sense of trust and self-confidence. The childminder works well with other childminders, to plan their time effectively, to make sure the children enjoy social and educational activities and have fun. For example, they regularly visit childcare groups and go on outings to local places of interest.

The childminder is pro-active in ensuring children remain healthy and safe. The premises are clean and well maintained. Children are beginning to understand the benefits of a healthy balanced diet, as they clearly enjoy a wide range of wholesome fresh produce daily. There are effective procedures in place, to reduce the risk of accidental injury, as visual risk assessments are completed daily and more comprehensive written risk assessments are completed routinely. Therefore, children are given opportunities to practice what they can do in safe surroundings.

An interesting range of age related activities and experiences are offered daily. Such as threading beads, reading books, role play, small world and creative activities like painting, sticking and modelling with play dough. Children are eager to participate and receive good levels of support from the childminder. For example, children care for the dolly by feeding it, changing the dolly's clothes and putting it to sleep. The

childminder supports this by asking what the dolly needs next, which dress needs putting on and how long she has been asleep. Children have opportunities to learn about themselves, others and the world around them, through a variety of activities. The childminder works closely with parents, to ensure all children can take part in activities and other children are helped to understand other people's needs and feelings. They show respect for each other and they behave well. This enables children to make appropriate progress in their personal, social and emotional development and supports developing independence and motivation.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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 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.