

Inspection report for early years provision

Unique reference number	302937
Inspection date	08/10/2008
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 was registered in 1982. She lives with her husband. They live in Dinnington, a large residential area in the borough of Rotherham. The whole of the ground floor, as well as 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 a member of the National Childminding Association.

The childminder is registered to care for a maximum of six children at any one time. She currently has nine children under eight years on roll, of which four children are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with a registered assistant.

Overall effectiveness of the early years provision

Children develop a sense of security through close and caring contact with the childminder. She ensures that all children have the opportunity to join in, have fun and make some progress in their learning. The childminder has made improvements in response to the recommendations made at the last inspection to ensure children's welfare and development are promoted. Although the childminder takes appropriate steps to enhance her provision, she does not engage in reflective practice to identify areas for development that will improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve planning and assessment arrangements to identify learning priorities for each child and to track and monitor their welfare, development and progress in their learning
- establish links with other settings providing for children in the Early Years Foundation Stage and involve parents in extending children's learning in the home
- ensure written parental permission for the seeking of emergency medical advice or treatment is clearly recorded

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

- maintain a record of risk assessments
- 14/11/2008

The leadership and management of the early years provision

The childminder promotes an environment where children are warmly welcomed, who are valued as individuals and have the opportunity to join in and have fun. Appropriate use of the space available and timing of activities ensures the childminder maximises play opportunities for children. They feel very much at home and at ease in their surroundings, therefore they feel confident in the childminder's care. The policies and procedures in place are adequately implemented and provide some direction to ensure the needs of all children are met. The childminder is clear about her role and responsibilities with regards to safeguarding children. She has appropriate knowledge of the signs and symptoms of abuse and is aware of the procedures to follow should she have concerns about a child. There are basic arrangements in place to monitor and evaluate the children's progress and to assess and identify the setting's strengths and priorities for development. The childminder shows some commitment to continuous improvement as she attends training and applies what she learns to improve outcomes for children.

Parents are kept up-to-date on their child's care and progress each day by receiving verbal feedback. The childminder clearly recognises that sharing information on a daily basis effectively supports links with home and increases a child's sense of belonging and ensures each child's individual routine and needs are met successfully. This inclusive approach means children's individuality is nurtured and valued. However, parents are not fully involved in extending children's learning in the home and the childminder is not yet able to fully demonstrate that the care and education she provides complements the education and care received at other settings.

The quality and standards of the early years provision

The childminder has a good understanding of how to keep children safe. This is always her first priority. Daily visual risk assessments are completed and appropriate safety equipment is used according to the age of the children attending. However, there is no system in place for the reviewing of risk assessments and no record of when the assessment was completed. This is a breach of requirements. A good range of resources are available and easily accessed to promote children's independence. Children take part in choosing equipment and take responsibility to clear away, helping them to develop responsibility and to learn about keeping themselves and others safe. The childminder is proactive in teaching children about what is dangerous and how to keep themselves safe. They learn about fire safety as they practise the procedure for evacuation in the event of an emergency, talk about the dangers of fire, and routinely practise road crossing procedures when out. Children learn about the importance of healthy eating and take part in regular physical play, which encourages them to understand healthy lifestyles. Most documentation to support children's health, such as medication and accident records, is in place, however, the written parental permission to seek emergency medical treatment lacks clarity.

Children are making acceptable progress because the childminder knows the children well, she ensures that the activities interest them, are developmentally appropriate and are achievable, which builds their self-confidence and extends their

skills and understanding further. However, although the childminder makes informal observations on the children's progress, she does not record what they can do to enable her to track and monitor their welfare, development and progress in their learning. The childminder is calm, polite and respectful and children follow her example. She praises the children frequently and ensures the children are aware of the clear boundaries, which helps them to behave well and to consider others. All children are valued and included and have their individual needs met successfully because of the close working relationship between parents and the childminder.

Good warm and caring relationships between the children and childminder are clearly evident. They are very secure and confident and are keen to learn and enjoy the activities on offer. For example, babies love the musical toys, pressing buttons skilfully and smiling at their reflection in a hand-held safety mirror. Older children explore the world of mini beasts as they find a cobweb, examine how the spider spins its web and ask searching questions about how and why they do this. Therefore, they learn new skills, make connections, talk and listen, which helps them to enjoy and achieve.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
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?	Satisfactory
How well are children safeguarded?	Satisfactory

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?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
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: 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:

- provide a written statement of the safeguarding procedures and share it with parents 14/11/2008

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:

- provide a written statement of the safeguarding procedures and share it with parents 14/11/2008

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.