

Inspection report for early years provision

Unique reference number	302891
Inspection date	16/10/2008
Inspector	Pauline Garfield
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 1994. She lives with her husband who is a co-childminder and their two adult sons in Wath-upon-Deane in Rotherham. The childminder has five children in the early years age group. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility.

The care is usually shared with the co-childminder. When working alone there are three places for children in the Early Years Foundation Stage and three places for children aged between six and seven years; this provision is registered on the Childcare Register.

When working with her co-childminder, there are six places for children in the Early Years Foundation Stage and two places for children aged between six and seven years; this provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

The childminder walks and drives to local schools to take and collect children. The family has pet goldfish.

The childminder supports children with learning difficulties and disabilities. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a happy, relaxed atmosphere for children where they make satisfactory progress in their learning and development. The childminder works well with her co-childminder to provide an inclusive environment for all children and appropriate experiences for children with learning difficulties and disabilities. This ensures children's welfare is promoted. Links with parents, other agencies and schools are in the process of being developed. The childminder is beginning to establish her own written self-evaluation on her joint practice with her co-childminder and a written brief self-evaluation document is in place. This means the childminder has a reasonable understanding of the strategies required to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment to further promote children's learning across all areas and identify the next steps in learning
- further develop risk assessments and review them regularly.

The leadership and management of the early years provision

The childminder has addressed the recommendations from the last inspection and developed a range of policies and procedures to support the welfare of children. Although responsible for the joint care of all children, the childminder takes the lead with responsibility for babies and her co-childminder takes responsibility for the collection of children from local schools. They know the children well and work together to provide satisfactory experiences for the children. This ensures children make sufficient progress in their learning and development. Planning and assessment is used to promote learning and development but systems in place do not identify all areas of learning and the next steps in children's learning.

Sufficient resources which are age and developmentally appropriate are provided for children's individual needs. The childminder has an understanding of safeguarding children and promoting their welfare. Some satisfactory written risk assessments are in place but they are not reviewed regularly. Students on placement are effectively deployed and supported in their role to ensure they are meeting the needs of the children.

A two-way flow of information from parents and the childminder ensures that children's individual needs are addressed. Photographs and diaries are shared with parents to ensure they are involved in their children's learning.

The quality and standards of the early years provision

The childminder observes and assesses children's learning through focus based activities and records achievements. A range of activities are planned for children of all ages according to their interests. The childminder has a satisfactory understanding of the activities and experiences required to promote learning and development. The childminder works with parents and other agencies to provide appropriate experiences that are required to meet children with learning difficulties and disabilities.

Children enjoy building a tower of bricks and sorting them into colours. They listen to and join in with stories, and individually choose from a good range of books. They form good relationships with their peers and the childminder. Babies communication and language is developed as they make sounds with their voices in social interaction. They watch and explore their hands and feet and reach out for and begin to touch and hold objects. Babies are soothed by warm and consistent responses from the childminder and fall asleep in her arms.

Children engage in activities requiring hand-eye coordination. They enjoy painting, mark making and creative activities. All children show an interest in electronic toys. They enjoy completing a range of jigsaws and use a range of tools in play dough activities. Children enjoy a range of adult-led experiences both indoors and out. They visit the local garden centre and animal park, and talk about nature, the weather and the environment. This helps children develop a knowledge and understanding of the world.

The childminder talks to children about keeping safe and has a written fire evacuation plan in place. The emergency evacuation of the premises is regularly practised and recorded in detail in a log. Children are encouraged to eat healthy snacks and meals, and enjoy a range of fruit on a regular basis.

The childminder encourages children to make friends and to share toys and resources. Children are encouraged to respect each other and learn about people from other cultures through activities and outings. Parents and friends help the childminder to develop children's understanding of the wider world through discussing their own culture and providing resources.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.