

Inspection report for early years provision

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| Unique reference number | 303166 |
| Inspection date | 08/01/2009 |
| 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 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 1988. She lives with her husband and one son, in Rotherham. The ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and there are currently four children on roll. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides a safe, secure and welcoming environment for children, where most requirements are being met. The exceptionally high standards of the quality for learning and development, ensures that children make excellent progress towards the early learning goals. Self evaluation of the provision, reflects good evaluation of what the childminder does well and future plans to improve. The childminder recognises that partnerships with parents and other agencies are important to all children's individual needs.

What steps need to be taken to improve provision further?

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

- continue develop assessments and partnership working with other early years providers to enhance children's learning and development
- obtain information from parents about who has legal contact and parental responsibility.

The leadership and management of the early years provision

The childminder has a very good knowledge of the Early Years Foundation Stage Framework. She plans extremely stimulating and focused activities, that are based on children's interests and the six areas of learning. There are effective systems in place, that link children's starting points, observations of what children have achieved and their next steps in learning. As a result, children make meaningful and strong progress in their learning and development. The children are very confident in a well planned environment, where they have an excellent range of stimulating resources. They are able to make independent choices because toys are easily accessible.

The childminder effectively maintains comprehensive documentation, which supports the safe and efficient management of her provision. Regular risk assessments are undertaken to monitor and minimise any potential hazards to children. An emergency evacuation plan is in place and it is regularly practised with the children, to promote their understanding of keeping themselves safe. Children are protected from harm or neglect, as the childminder has a sound understanding

of safeguarding. Most of the necessary information regarding children's individual needs, such as dietary requirements and any special health requirements are obtained from parents. However, information about who has legal contact and parental responsibility, is not clear for existing children.

The childminder is committed to updating her skills and knowledge through regular training, to promote better outcomes for children. She shows a very good approach to making improvements to her provision and she has successfully addressed the recommendations from the last inspection. There are effective systems in place, to share information and to keep parents informed about their children's care and progress. For example, a day book is sent home every day, telling parents what activities and learning the children have achieved. The childminder has established secure and professional relationships with parents, which has a positive impact on her ability to meet children's individual needs. She also has close links with the pre-school that children attend, discussing the children's day and how they are going to work together, to help settle one of the minded children that is starting the pre-school.

The quality and standards of the early years provision

The childminder's excellent knowledge of child development and her exceptional skills in engaging children in challenging and stimulating activities, enables children to make very good progress across all areas of learning. Children are confident, happy and they settle well. They thrive on the opportunities that are presented to them, because the childminder has the ability to provide spontaneous and planned experiences, that they are totally engrossed in. The childminder continually talks to children, about what they are going to be doing and makes every situation a learning opportunity. For example, at meal times she asks them what colour plate they would like and the youngest child can choose the colour they want. Children enjoy nursery rhymes that are well supported by pictures and actions from the childminder. For example, they excitedly join in with the actions, when singing 'Incey Wincey Spider'.

The childminder is skilful at introducing a variety of resources within different activities, to give children wider experiences and learning opportunities within their play. For example, she introduces role play and small world equipment while singing. As a result, she effectively covers all areas of learning. Children are inquisitive and explore their environment with ease and wonder. The childminder introduces simple and effective methods to enhance children's confidence and emotional development. A child is starting at pre-school and the childminder reads the 'My first day at school' book, making simple references to the points that are relevant to the child. For instance, the name of the crossing patrol person and taking a packed lunch.

Children are able to reflect on their day, as the childminder asks before they go for lunch, what activities have they been engaged in that morning. There are good discussions with children about maintaining a healthy lifestyle. For instance, at lunch and snack time, the childminder talks about healthy food giving you muscles and the dentist says that apples are good for your teeth. Children enjoy activities

that improves their physical skills, such as gymnastics. Children are given simple examples of keeping themselves safe during everyday experiences and activities. For example, during role play children blow the tea they have made, saying that it is hot. Children form strong relationships with the childminder and each other. They enjoy valuable experiences, which enables them to develop their skills in a conducive learning environment.

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

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| 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? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| 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? | 1 |
| 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 |

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

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| 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

Ofsted received concerns in relation to National Standard 2, Organisation. The concern was in relation to the childminder looking after more children than her conditions of registration allows. Ofsted contacted the childminder to investigate the concerns and to respond in writing. It was found that the childminder was overminding. This is a breach of her conditions of registration and a letter was issued to the childminder, highlighting the fact that this was an offence. Due to the circumstances explained by the childminder, Ofsted decided not to take any further action and therefore the childminder remained qualified for registration.

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.