

## Inspection report for early years provision

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<b>Unique reference number</b>	EY311317
<b>Inspection date</b>	18/03/2009
<b>Inspector</b>	Hilary Mary Mckenning
<b>Type of setting</b>	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 2005. She lives with her partner and three children in Barnsley.

The downstairs of the house is used for childminding, along with bathroom on the first floor. There is an enclosed garden for outdoor play. The family have several guinea pigs . They also have birds which live in an aviary in the garden.

The childminder is registered to care for five children at any one time and is currently caring for four children, two of whom 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. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The childminder has a very good partnership with parents and takes time to develop a good understanding of children's individual needs to promote inclusive practice successfully. She ensures the learning environment is accessible to all children to enable them to freely choose activities, test their abilities and discover new skills within safe boundaries. Children learn how to keep themselves safe, be healthy and maintain their personal care in a well-organised environment. Learning opportunities to help children make some progress are acceptable, however, links with others providing the Early Years Foundation stage are not yet established. The childminder recognises the value of continuous improvement and has successfully completed all recommendations raised at the last inspection.

## **What steps need to be taken to improve provision further?**

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

- further develop links with other settings providing for children in the Early Years Foundation Stage
- develop the use of self-evaluation to identify the setting's strengths and priorities for development
- ensure all documentation contains the required information.

## **The leadership and management of the early years provision**

The childminder keeps a good standard of records on children in her care. This includes very detailed information about children's individual needs. A very good range of policies and procedures are shared with parents to support the care of the children and to comply with regulations. Records are very clear and ensure safe management of the provision to promote children's welfare, learning and

development. However, some records do not consistently include the necessary information such as dates. The childminder is sufficiently focused in helping children to make progress in their learning and development. She aspires for quality, which is evident from her commitment to attend future training events. She has begun to evaluate her service but this is in its infancy, and although it identifies targets for improvement, the action required is not yet prioritised.

The childminder recognises that parents know their children best and when they start in her care she collects important information, including what the children's interests are, likes and dislikes, and any care routines. Parents are kept fully informed on how their children are cared for and what they achieve each day by receiving verbal and written information. For example, daily activities are shared and observation records are used. Parents are asked to express their views through regular discussion. They praise the setting highly and appreciate the open, trusting and friendly relationship that has been established. Therefore, many aspects of children's welfare are successfully met ensuring they are safe and secure, and are at the heart of all that happens in the setting.

Children are cared for in a secure, well-maintained and well-supervised environment. Rigorous risk assessments are completed for the premises and these are being developed for any outings or trips off the premises. Safe and suitable toys and resources that stimulate and challenge are easily accessed. The childminder has good knowledge of how to protect children and is vigilant about signs and symptoms of possible abuse. She is well aware of the procedures to follow should she have concerns about a child.

## **The quality and standards of the early years provision**

The childminder is well aware of how children learn and develop. She interacts enthusiastically, engaging with children in activities, which are developmentally appropriate. Her knowledge of the Early Years Foundation Stage is beginning to emerge. The planning for individuals to ensure each child receives a suitably challenging range of learning experiences is developing. The childminder generally bases her activities on the observations she makes so that they are broadly matched to children's individual needs. As a result, children are making progress in their learning in relation to their starting points. However, to ensure effective continuity and progression, the childminder has not yet established a system for sharing information with others providing the Early Years framework.

Children's health is promoted well by the childminder, reducing possible risks and by her taking a range of positive actions to encourage healthy eating. For example, a high priority is given to ensuring children understand about good personal hygiene, that parents are fully aware of the procedures should their child be ill and by taking very positive steps to keep the premises and resources clean. Children enjoy healthy snacks and actively choose their favourite fruit. For example, children are aware of their own body needs as they tell the childminder their tummy is ready for their snack. Children are provided with plenty of opportunities for physical play through activities that help them to develop confidence and move their bodies in various ways. For example, dancing to music and doing actions to

songs. They learn about direction, position and following instructions, which also builds up language skills. Good practices in place help children learn about what is dangerous and how to keep themselves safe. They learn about fire safety as they practise fire drills. They are aware of road safety and follow the green cross CODE as they walk to school and nursery.

The childminder promotes a calm environment where children are happy and confident. She makes children feel good about themselves by frequently providing positive support, praise and encouragement, and treats all that happens as an opportunity for children to learn. For example, she responds to everyday activities as children put their shoes on, counting them and she talks through her actions saying, 'come on, lets go and get your snack'. Very good warm, caring relationships are evident and this is reflected as children are relaxed, settled and are confident to explore, make decisions and relate well to others.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3

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](http://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 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.