

Inspection report for early years provision

Unique reference number	300067
Inspection date	18/03/2009
Inspector	Lynn Rodgers
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 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 1992. She lives with her husband in a semi-detached house in a suburb of Sheffield. The whole of the ground floor of the childminder's house, including the front bedroom, plus the first floor toilet facilities, is used for childminding and there is a fully enclosed side garden available for outside play. Care is offered Monday to Friday, all year round. The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding three children, of which two are in the Early years age group. The childminder walks or drives to local schools to take and collect children. The childminder attends the local childminding network and regularly meets with fellow childminders and is building relationships with other providers of early years care and education. The family have a dog and fish.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The quality of the provision is good. The childminder has a sound understanding of diversity and inclusion. Children are treated as individuals, with the same chances and choices offered to them. The childminder treats them equally, respects their views and ideas and spends equal amounts of time with each of them. The children are encouraged to feel good about themselves because they receive praise and are stimulated and happy. Activities reflecting diversity are included in the planning. Allergies and special diets are documented, parents wishes are respected and there are appropriate routines to promote the good health of the children. The childminder demonstrates a positive understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service

What steps need to be taken to improve provision further?

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

- continue developing the existing systems for assessing, observing, monitoring and recording children's next steps and taking into account the early learning goals.

The leadership and management of the early years provision

All relevant documentation is up to date and available. The childminder has successfully kept abreast of any new legislation, and has completed training courses and workshops, pertinent to her practice. She has obtained the necessary permissions from parents to enable her to safely administer medication, emergency first aid treatment and continues to enhance her personal development

through the local partnership. The childminder takes her responsibility to safeguard children very seriously and knows how to observe and record any concerns, who to contact and what to do. She ensures she keeps within her adult child ratios, and regularly up dates her parents' contracts and other documentation. She has established emergency back up if required and space is organised effectively to ensure children have room to move around freely and be comfortable.

The childminder's attitude to self-evaluation is good. She has successfully completed this document and understands it is a working tool to be used continuously, to help her to reflect on her practice and identify any improvements. Partnership with parents is very good and they are fully informed about the care of the children. For example, through daily verbal communication, assessments and observation records, and shared policies and procedures. Parents know about the complaints procedure and who to complain to, and their comments and suggestions are warmly received by the childminder. Details of what children do are shared with the parents to encourage them to be interested and extend their learning in the home setting. Links with other carers and settings is beginning to be developed through shared information, meetings and discussions. Extremely positive comments from previous parents, by way of letters and cards, confirm their satisfaction with the level of care and education the childminder provides.

There are rigorous arrangements for carrying out risk assessments, for example, all areas children access are checked daily and any hazards are noted and acted upon. The childminder ensures any outings are planned after she has taken appropriate measures to ensure the children will be safe and secure. She carefully plans children's activities, and is beginning to link them to the early learning goals. The broad range of activities offered ensures children are stimulated, are able to make choices, use their imagination and are interested. The childminder documents children's progression and is developing children's next steps through observations and appropriate assessments. All relevant information is gathered during children's induction and the childminder uses this information to effectively monitor their progress.

The quality and standards of the early years provision

The childminder ensures all parents are included in the care of their children and how she monitors their progress. Parents know she is fully committed to safeguarding children and that any concerns will be noted and the relevant authorities notified. Children are encouraged to behave in ways that are safe for themselves and others because they talk about road safety and keeping safe, they are fully supervised. The childminder holds meaningful discussions with children about stranger awareness and not touching stray dogs when they are out. Children are familiar with routines, are encouraged to respect each other, help to tidy up, and they know the house rules. On-going praise ensures the children learn how to behave well and be responsible for their own actions.

The children's starting points are established at the initial visit and then continued through observing them at play. The information the childminder gathers is used to move them forward to the next stage in their development. Written planned

activities enable the childminder to provide a wide range of learning experiences that are stimulating, interesting, and help children to explore and be inquisitive learners. Children have access to physical play as they go for walks to the park and play outside, the childminder takes advantage of changing weather conditions to develop children's awareness of the environment. Children's language and communication skills are developed through good organisation of the types of activities provided to encourage the children to chat and socialise with each other and adults. The childminder is skilled in asking the children open ended questions that encourage them to think and work things out for themselves. For example, building with construction and holding pencils correctly.

The childminder promotes the good health of children through helping them to be active and understand the benefits of physical activity, through outdoor play, outings and shopping. They understand and adopt healthy habits such as good hygiene practices as they follow the daily routines. She ensures the children are able to make healthy choices about what they eat and drink because they are provided with a healthy and nutritious diet that meets their individual needs. The childminder helps children to make as much progress as they can through problem solving and numeracy, because she has suitable toys and resources that encourage math skills and is constantly encouraging them to count, recognise, number, colour, shape and size. Children are curious and want to learn, they are able to access toys independently and are beginning to develop good habits as active, inquisitive and independent learners.

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

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

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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