

Inspection report for early years provision

Unique reference number	302644
Inspection date	16/04/2009
Inspector	Hilary Mary Mckenning
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 registered in 1988. She lives with her husband and three adult sons within walking distance of Barnsley town centre. It is close to local amenities and schools. The family has a dog. Childminding takes place in a lounge, the kitchen and upstairs bathroom. Children have access to the rear garden. Outings are planned very regularly to local parks and community groups.

The childminder may care for a maximum of six children and there are nine children on roll, four of whom are in the early years group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends local toddler and play group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has a beneficial 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. Planning provides learning opportunities and children are making good progress. The childminder is beginning to make links with others providing the Early Years Foundation Stage although they are not yet fully established to ensure the continuity of children learning and development. Self-evaluation is good and targets for the future are accurately identified.

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
- maintain a fire log book with details of any problems encountered and how they were resolved.

The leadership and management of the early years provision

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

children's welfare, learning and development. 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 completed an evaluation of her service and identifies targets for improvement. The childminder shows a commitment to continuous improvement and has successfully addressed the recommendations from the last inspection.

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, detailed daily record sheets are used and observation records are routinely shared. The childminder has begun to use photographic evidence to share with parents their child's development. Parents are asked to express their views through questionnaires and 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, clean, well-maintained and well-supervised environment. Rigorous risk assessments are completed for both the premises and any outings. 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 has thorough 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 appropriate and developmentally challenging. 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 very much in its infancy. 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 good 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. Meals are freshly prepared from fresh wholesome ingredients according to the dietary requirements of the children and they are often encouraged to help prepare snacks

and meals. 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 build 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 take part in the fire drills. Although these are recorded they do not hold the required detail.

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 encourages children to make choices about the meals and planning their menu as well as the outings they would like to take part in. 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

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?	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

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 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.