

Inspection report for early years provision

Unique reference number	EY371867
Inspection date	18/03/2009
Inspector	Karen Cockings
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 2008. She lives with her partner and son aged seven years in a suburb of Sheffield, within walking distance of local schools, parks and other amenities. The ground floor rooms of the house are used for childminding and the bathroom and the rear bedroom on the first floor. There are also toilet facilities on the ground floor. A fully enclosed garden is available for outdoor play. The family has a cat, two rabbits and a guinea pig.

The childminder is registered to care for a maximum of five children under eight years at any one time. She currently minds four children in the early years age range, two of whom are at school. She is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a nursing qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time with the childminder, who maintains a clear focus on their health, safety and well-being. She supports children in their learning and is developing systems for observing and assessing the progress they are making. Documentation is maintained appropriately overall, although some records are insufficiently detailed. The childminder works closely with parents and liaises with other settings to promote continuity of care. She gets to know children well, which helps her to meet their individual needs. The childminder reflects honestly upon her practice, planning ways in which she can further develop the provision and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the recording of accidents and medication to ensure all necessary detail is included
- review and develop policies and procedures, particularly in relation to complaints, to ensure they fully reflect current regulations
- consider further ways of involving parents in their children's learning and inviting their contributions to children's records
- continue to develop the systems for observation and assessment of children and use them to plan for individual children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- extend the recording of risk assessments to include each type of outing.(Safeguarding and promoting

30/04/2009

children's welfare)

The leadership and management of the early years provision

Children are cared for in a secure and welcoming home, where the childminder takes appropriate measures to keep them safe. She supervises children carefully and teaches them how to use their environment and equipment safely as they play. Risk assessments are conducted for the house and garden, but there are no records of risk assessments for specific outings, which is a breach of the requirements for registration. However, the childminder is alert to potential hazards and takes prompt action to prevent injury. She also uses walks and outings to teach children about road safety. The childminder has a secure understanding of her responsibilities with regard to child protection and keeps guidance materials readily available for reference, should she have any concerns about children in her care.

Close liaison with parents helps the childminder to meet children's individual needs and to provide appropriate care. She plans settling in arrangements carefully, taking heed of children's feelings and ability to cope with changes in their lives. A two-way diary system is used effectively between parent and childminder as a means of sharing information about significant events. The childminder is beginning to compile development folders, although there are as yet no systems for sharing these records more formally with parents and inviting their contributions to them. The childminder also liaises with other settings involved in children's care. The setting is welcoming to all and children are encouraged to take an active part in the full range of activities.

Required record keeping systems, policies and procedures are in place and maintained satisfactorily overall, although some records lack necessary detail, which may be significant. For example, the time of accidents is not always recorded and parental signatures are not consistently obtained on accident and medication records, although they are shared because they form part of the daily diary. Written policies, such as complaints, do not fully reflect current regulations. The childminder is beginning to reflect upon her practice and to use formal self-evaluation systems to help her to identify strengths and areas for development. She is building links with other local providers and attends relevant training to increase her understanding and confidence in relation to the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. They engage well and enjoy the time they spend with her, because she interacts positively with them and organises activities to stimulate their play and learning. She provides a varied range of resources, many of which are set out within children's reach, to encourage them to make independent choices about their play. They like to explore what sounds they can make as they handle musical instruments and press

buttons on interactive toys. With support from the childminder, they investigate different items in the treasure basket, stroking a piece of furry cloth against their cheeks and holding up the red cellophane to look through it and see how it makes things change colour. The childminder talks to them as they play, helping children to feel secure and developing their language skills.

Children take part in a balanced range of activities, both indoors and outside the setting, which help them to make steady progress in their learning and development. They visit local toddler groups, parks and museums and have regular access to outdoor play equipment in the garden. They work on large scale themed pictures together, where all children's contributions are valued. The childminder brings number and colours naturally into play experiences, so that children are becoming familiar with them. They share books and stories, listen to well-known rhymes and spot favourite characters as they watch television while having their mid-morning drinks. The childminder has made an initial assessment of children's starting points, using her own observations and information she has gathered from parents. She identifies areas for development with individual children in her weekly planning and is using guidance materials to assist this process. Children's folders include snapshot observations, photographs and examples of their work, although as yet, these are in the early stages of development.

The childminder takes positive steps to promote children's health and well-being. She protects them from the spread of infection by keeping her home clean and setting a good example to children by following safe hygiene practice and encouraging them to do the same. Children enjoy healthy snacks and meals, which include fresh fruit, and they have regular drinks during the day. The childminder finds out about children's normal sleep patterns and makes sure they are warm, safe and comfortable when sleeping. There are daily opportunities for children to enjoy fresh air and exercise, which contributes to their overall good health. Younger children have fun climbing and sliding on the small climbing frame and become increasingly steady on their feet as they move around their environment. Children respond well to the childminder's positive approach. She builds children's confidence as she tells them how clever they are when they are able to manage activities themselves. House rules are positively worded and used to remind children of boundaries and expectations. They learn how to share, take turns and to play cooperatively together. The childminder is developing resources and activities to help children learn about the wider world and to appreciate similarities and differences.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	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

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 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.