

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381227
<b>Inspection date</b>	08/04/2009
<b>Inspector</b>	Karen Cockings
<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 2008. She lives with her parents and adult siblings in Penistone, South Yorkshire, within walking distance of local schools, parks and other amenities. The ground floor rooms of the house are used for childminding as well as the bathroom on the first floor. There is a fully enclosed garden for outdoor play. The family has a dog and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time. She works with her mother, who is also registered, and currently they care for six children in the early years age range and three older children. Both childminders have joint responsibility for the childminding practice. The childminder is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has a level 3 early years qualification.

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

Overall the quality of the provision is good. Children are cared for in a safe and welcoming home, where the childminder and her colleague work well together and with parents in order to meet children's individual needs. A varied range of interesting activities are provided and the childminder observes children carefully to help her to identify interests and abilities, although links with planning are not always clearly established. Information is shared well with parents generally and secure partnerships developed. The childminder is beginning to make good use of self-evaluation systems to plan for future development of the provision.

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

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

- continue to consolidate the use of observations and assessments to identify learning priorities and plan challenging experiences for each child
- continue to build on partnerships with parents and with other settings involved in children's care.

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

The childminder reflects critically upon her practice, accurately identifying strengths and areas for improvement, in consultation with her colleague. She already has an early years qualification and some prior experience of working in nursery settings. The two childminders complement each other well and acknowledge each other's strengths, working together effectively to promote children's safety and well-being. They take equal responsibility for the childminding

practice and are committed both to their own professional development and to the improvement of outcomes for children. Both childminders are involved in maintaining required records, policies and procedures, which are implemented well and regularly reviewed.

The environment is secure and welcoming. Effective measures are taken to maintain children's safety, both inside and outside the home. Through clear risk assessments and a daily checking system the childminders ensure that potential hazards are identified and addressed. They take suitable preventative action to minimise risks, such as placing a small rug over the step into the garden to help younger children to negotiate it more safely. Joint working arrangements allow for good levels of supervision to be provided. Children's own awareness of safety is raised as part of walks and outings and as they take part in routines, such as practising fire drills together. The childminder's secure understanding of responsibilities with regard to child protection and ready access to relevant guidance materials help to safeguard children's welfare.

Information is shared effectively with parents, giving them a good insight into how the service operates. Both childminders are involved in initial meetings before children are placed and there is ongoing dialogue with parents about daily events and children's progress. This is supplemented by the use of a two-way diary. Children's development folders are available for parents to see and the childminders have produced CDs for parents with photographs of their children at play. The children made decorative folders for them and presented them as a gift for Mothers Day. There is potential, however, to involve parents more fully in their children's learning. Some positive steps are taken to build links with other settings involved in children's care. The childminders are also developing the range of resources and activities to raise children's awareness of diversity within the wider society.

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

A calm, happy atmosphere prevails at the setting, where the children are eager to take part in activities and where they interact positively with each other. They rush off with excitement to wash their hands before baking and are curious about the changes taking place as they mix the ingredients together. The childminder questions them gently to encourage the children to recall previous experiences and what happens next. They stir vigorously and know that they need to take it in turns as they pass the bowl round for others to have a go. Opportunities for counting and simple problem solving are brought into the activity as the children try to work out how many more bun cases they will need so that they all have the same on their trays. Their creativity is fostered as they paint, make cards and models and play with dough. They visit a local art club where they can try out new creative activities or gather ideas to use at home.

The childminders work closely together to develop their planning and they make good use of the Early Years Foundation Stage guidance materials to help them to identify stages of development and possible next steps for children. They make systematic observations of children as they play, although the childminder is not

yet fully confident in using these observations to inform planning and assessments of children's progress. Children have their own scrapbooks which include photographs and examples of their artwork and mark making. Alongside these are the children's development folders where photographs and observations are stored, forming an attractive record of the time children spend in the childminders' care.

Children's health and safety are given high priority at the setting. They often spend time in the fresh air either in the garden, which is easily accessible from the main playroom, or while out walking. They go to visit the pigs and ponies in the fields nearby and enjoy outings by either bus or train to the local indoor play centre, providing them with opportunities to be active and to learn more about the world around them. They develop independence in managing their own personal care as they wash their hands and try to put on outdoor clothes and shoes. Healthy eating is promoted through the provision of nourishing meals and snacks.

Children's behaviour is good and they relate well to each other. They learn to be kind to one another and to take turns as they play. They are encouraged to take some responsibility for their environment and are eager to help with tidying away. The childminder gives gentle reminders when necessary, helping children to consider the needs and feelings of 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?	2
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?	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](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 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.