

Inspection report for early years provision

Unique reference number	EY380781
Inspection date	23/03/2009
Inspector	Yvonne Victoria Facey
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 husband and two children aged 12 years and 18 months in Sheffield. The children have access to two ground floor rooms and to the bathroom on the first floor. There is a garden at the rear for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently three children on roll, two of which are in the early years range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides children with fun activities that keep them interested in their learning. She knows the children in her care very well and is able to cater for their individual needs. The majority of required documentation is in place to ensure children are safe in a welcoming environment. Arrangements for self-evaluation are in place to ensure the service provided continues to move forward.

What steps need to be taken to improve provision further?

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

- update food hygiene certificate
- continue to develop systems for recording assessments of children's achievements

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

- ensure for each type of outing a written risk assessment is completed (Safeguarding).

13/04/2009

The leadership and management of the early years provision

The childminder's good knowledge of the Early Years Foundation Stage enables her to provide a well-organised environment that is safe and stimulating for all children. She gathers good information about children's starting points and interests. For example, there is an 'all about me' pack that is completed when children start a placement. There is a strong understanding of the learning and development requirements and the good quality of observations, assessments and planning help children to make rapid progress. However, there are some gaps in the overall assessments. The childminder has close links with other early years providers in order to ensure children have continuity in their care and learning. She successfully links school topics to her own planning which keeps children interested

in their learning. For example, the childminder introduced a storybook linked to activities children were doing at school, which they then shared with their class.

The detailed policies and procedures underpin the safe environment that the childminder provides for the children. There are good hygiene practices in place that prevent the risk of infection and the childminder uses simple picture prompts to help children understand the importance of their own personal hygiene. The childminder's home is clean and she considers food safety when preparing and handling food, although she has not got a current food hygiene certificate. Most required documents are in place to ensure children's welfare is safeguarded. For instance, permission for emergency medical treatment, the recording of accidents and administering medication. There are detailed written risk assessments for the premises, although risk assessments for outings are not written. This is a breach of requirements. The childminder has sound systems in place for monitoring and evaluating her service, which identify areas for improving. The childminder values children's opinions and feedback of the service she offers them. For instance, older children complete a 'weekly quiz' with questions the quality of activities.

The quality and standards of the early years provision

The childminder organises space very well to create a positive learning environment for all children. The routine of the day is flexible and children are included in making decisions about their play. The childminder uses pictures that show children the order of their day to reassure and settle them. Children have access to a very good range of resources that aids their learning and keeps them stimulated. For example, tents, magnetic numbers, mirrors and weighing scales. Parents have detailed information about what their children can do and what they are learning next. The childminder uses 'My learning journey' to share with parents that includes all six areas of learning. She also displays her planning in the home so parents can see what activities their children are involved in.

Children have good opportunities to problem solve during their play. For example, when making shakers with bottles they discussed why some shapes would not fit down the funnel. The childminder is skilled at using every day situations to teach new skills. For instance, she asks a child if he wants to cut his sandwich in squares or triangles. They enjoy music and singing and use instruments such as symbols and triangles as they sing to 'The wheels on the bus' and 'Twinkle twinkle little star'. Children have good opportunities to explore differences and similarities. They compare themselves and characters in stories. For example, they talk about freckles, different size noses and skin colour. They enjoy their favourite stories such as 'All kinds of feelings'.

There are good opportunities for children to learn about healthy eating from good discussions with the childminder when they make their own lunch and snack. Children are being helped to understand why it is important to keep themselves safe and healthy. The childminder presents experiences that children can relate to. For example, she talks to a child about why it is important not to run away when they are near the road, to which he replies 'you could get knocked down,' and

when playing with dolls the children comment that they need to ring an ambulance because a baby has hurt herself.

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

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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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