

Inspection report for early years provision

Unique reference number	300091
Inspection date	29/04/2009
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).

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 has been registered since 1988. She lives with her three adult daughters in Sheffield, within walking distance of local schools, parks and other amenities. The sitting room and dining room are available for childminding and the first floor bathroom. The back garden provides space for outdoor play. The childminder is registered to care for a maximum of six children under the age of eight years at any one time. There are currently five children on roll, all of which are in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in a safe and stimulating environment where their individual needs are met. They are well supported by the childminder and make good progress in all areas of learning. Very good partnerships have been established with parents. The childminder has the capacity to maintain continuous improvement and has identified her key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop links with other providers to ensure continuity of learning and care.

The leadership and management of the early years provision

The childminder ensures that children are kept safe at all times. Detailed risk assessments are completed for all areas on the premises used for childminding and for all outings. Close supervision and safety equipment, such as socket covers and safety gates all ensure that children are cared for in a safe environment. Children are effectively safeguarded in the care of the childminder. She has recently completed an appropriate safeguarding course and she has a secure knowledge of her role and responsibilities in protecting children from harm.

Children's health needs are well promoted. All accidents and medication administered to children are recorded, as well as any existing injuries. The close partnership between parents and childminder ensure that children's individual needs are met. Parents are very well informed about the service provided for their children. For example, a good range of policies, newsletters which include activities planned for children and information explaining the Early Years Foundation Stage. (EYFS) The childminder has successfully completed recommendations from the previous inspection and a number of improvements have been made which have had a positive impact on the quality of care and learning for all children. A good range of resources are provided which allow children to explore and investigate.

The quality and standards of the early years provision

Children are very well supported in their learning and development and the childminder knows them very well. She has a good understanding of how to plan activities for children and uses observations and assessments to ensure that children's learning is focused and monitored. As a result children are making rapid progress in all areas of learning. The childminder takes children's interests into consideration when planning activities and children's starting points are discussed with their parents. Children's development records are shared with their parents and they are encouraged to contribute to their children's learning. The childminder is aware of the importance of forming links with other practitioners who provide the EYFS. She has helped a particular child with their learning. However, she is building on links to ensure continuity of learning is established for all children.

Children use their imaginations well and are able to use this when making models, for example, a child shows her model she has made and comments 'look I have made a spiky butterfly'. Children enjoy singing familiar rhymes and the childminder makes it personal to the children to increase their interest. For example, they sing 'hickory dickory dock' and the childminder uses their names within the song which all the children show excitement and pride.

Children are beginning to have a sense of time talk about today and introduce meaning to their conversations. For example, a child discussed that it was her birthday and she is having a party with her friends. Children are exploring their environment both indoors and outdoors and are beginning to look at nature and recognise changes. They grow runner beans, potatoes and sunflowers. Babies are learning social skills and enjoy being with and communicating with other children and the childminder as they spontaneously hug each other. They enjoy music and dancing which promotes their physical development as they ask the childminder for the music tape and dance to 'Here we go round the mulberry bush'. She plans the activities so that all children of varying ages and abilities are included. Children's independence is very well promoted and they are confident in their environment. The childminder actively organises opportunities to enhance independence. She places plates in the bottom draw in 'the den' so older children can choose their own plates for snack time.

There are good arrangements to ensure children begin to understand the importance of healthy eating and lifestyles, for example, the childminder offers children a choice of healthy foods, such as bananas, grapes and raisins. Drinks are provided throughout the day. The childminder has a good awareness of inclusive practice and plans for children's individual learning needs well. She considers children's different learning needs, such as boys and girls play.

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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