

## Inspection report for early years provision

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<b>Unique reference number</b>	300100
<b>Inspection date</b>	23/06/2009
<b>Inspector</b>	Yvonne Victoria Facey
<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 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 1989. She lives with her partner and adult son in Sheffield, close to local shops, schools and parks. The whole of the ground floor is used for childminding with access to the bathroom on the first floor. There is a garden to the rear of the house which is suitable for outdoor play. The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five years. She also offers care to children aged over five years to 11 years. 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

Overall the quality of the provision is satisfactory. The childminder forms positive links with parents to ensure children's individual care needs are met. Children are cared for in a safe environment which is bright and welcoming with some resources accessible to children and most welfare requirements are met. There are some good aspects of observation, and planning systems although there are gaps in the overall assessments. Self-evaluation of the provision is satisfactory.

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

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

- further develop understanding of diversity to enhance children's learning
- improve communication with parents to establish a two-way flow of information about children's learning
- further improve observations, assessments and planning and extend activities to consider boys and girls learning and outdoor play
- consider the balance of child-initiated and adult-led play.

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

- obtain information from parents about who has legal contact and parental responsibility (Safeguarding).

09/07/2009

## The leadership and management of the early years provision

The premises are secure, clean and well maintained. Children enjoy their time at the setting and have developed warm and caring relationships with the childminder. Children are able to freely access equipment although this is sometimes restricted by the childminder. For example, when children ask for a particular activity they have to wait. Clear procedures are in place to ensure children are safe within the home and on outings. For example, there are clear written risk assessments and written policies and procedures are in place. There is

a clear child protection statement based on the local Safeguarding Children's Board policy which is shared with parents. Relevant information is gathered from parents in order to provide appropriate care needs for children. However, information is not sort regarding legal contact and parental responsibility for all children. This is a breach of requirements. There are appropriate working relationships with the childminder and her assistant to ensure that children have a positive experience while in their care.

The childminder has a positive attitude to inclusive practice and acknowledges each child's individuality. She has some understanding that children of different genders learn differently and she acknowledges that this is an area to consider when planning for individual children. Children are beginning to respect their differences and develop an understanding of diversity, although this is not fully extended for children to have a true sense of themselves and others. The childminder has begun to monitor and evaluate her practice and demonstrates the capacity to improve. The recommendations that were raised at the last inspection has been appropriately met. Children are gaining a sound understanding of keeping themselves safe through suitable discussions with the childminder.

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

Children's starting points in learning are suitably considered to ensure continuity of care and learning. For example the childminder discusses children's stages of learning with the nursery and parents. The quality of the observations have some good aspects as they are clear about what children can do and are linked to in their next steps in learning and planning. However, the overall assessment of what individual children can do is not clear within all six areas of learning. Activities are generally stimulating for children although the balance of child-initiated and adult-led play is not fully considered to support children's interest and individual learning needs. Children's physical skills are developing well as they take part in activities such as dancing, climbing and balancing. The childminder plans suitable activities for children to use their imaginations and creative skills. For example, they act out 'Three little pigs' story. Communication language and literacy are suitable promoted. For instance, older children are able to sound out letters fairly well and younger children are beginning to recognise letters. There is a good selection of books that children can assess.

There are adequate opportunities for children to access outdoor play. However, outdoor activities are not an integral part of children's learning. Children are beginning to understand the importance of healthy life styles because the childminder has simple discussions with them. For example, children explain they need sun cream and hats so our heads don't burn when its hot outside. Behaviour management is appropriately maintained and children respect household rules. The children's personal, social and emotional development is suitable promoted as they have formed positive relationships with their peers and the adults that care for them.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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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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