

## Inspection report for early years provision

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<b>Unique reference number</b>	300557
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Geneen Yvonne Hulse-Brown
<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 1998. She lives with her family in a semi-detached property in Sheffield. Local schools, shops and parks are within walking distance. The childminder has two children aged seven and 12 years. She works in partnership with a co-childminder and the partnership is registered to work at both premises on a regular basis. Both childminders have equal responsibility for the childminding practice.

Children have access to all ground floor rooms including the kitchen, lounge, downstairs toilet and hallway. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via a small step to the front door. The family has a cat.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five years. She also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She meets regularly with fellow childminders and is a member of the National Childminding Association. She collects children from the local school and attends several toddler groups on a regular basis.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder and her co-worker have a good knowledge of the individual needs of the children in their care, providing enjoyable and stimulating activities that challenge and interest them. Children are cared for in an organised environment where they make independent choices from easily accessible toys and games. Secure steps are in place to promote children's welfare based on their individual needs. Relationships with parents and carers are well established and the partnership continues to develop good links with other childcare providers to support continuity of care. The childminding partnership demonstrates a positive commitment to improving the service offered in addressing previous recommendations; however, self-evaluations systems do not fully support critical reflection of the provision.

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

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

- develop ways to reflect on practice to improve the outcomes for children
- plan and provide opportunities for outdoor play
- continue to develop planning, observations and assessment systems to identify next steps and plan for children's individual needs.

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

The childminder has attended some training to develop her understanding of the Early Years Foundation Stage framework (EYFS) and is in process of attaining her level 3 in Childcare and Education to support her work practice. The childminding partnership has started to identify strengths and areas for development, although self-evaluation is not robust. The childminder and her co-worker have started to complete assessments and observations by producing books containing photographs and examples of children's work to share with parents. They have a comprehensive range of policies and procedures in place to support their working practice, which are freely available to parents.

Well-established and trusting relations with parents are in place to ensure a consistent approach to the care of the children. Daily diaries for under three year olds keep parents up to date regarding routines, behaviour and personal care. Successful systems are in place to support open channels of communication between parents and childminders. Links with local nurseries and pre-schools are being established to support children's all round development. The childminders receive topic sheets from the nursery as to what children are doing each term.

Children are cared for in a safe, secure and well-maintained environment, as the childminders complete comprehensive risk assessments on their premises and for outings. Resources are easily accessible from low shelving and in labelled boxes, providing children with many opportunities to make independent choices. The childminder has attended safeguarding training as part of her level 3 qualifications, demonstrating a secure knowledge of her role and responsibilities in keeping children safe. All required documentation is in place and each childminder maintains clear records at each setting. They keep shared information in their diaries on a daily basis, converting it to record books at the end of each day; this means that some information is completed retrospectively.

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

The childminder and her co-worker provide a happy, welcoming environment where children make satisfactory progress towards the early learning goals. Children settle well and are relaxed in homely surroundings where they make active choices of what to do from a broad range of easily accessible toys and games. Older children enjoy dressing up, acting out roles of being princesses. They explore and extend their imagination using small world figures and cars. Younger children enjoy investigating toys that make noises and interact, such as baby gyms. Children's communication skills are supported as the childminders talk to the children and introduce new vocabulary as they play.

Children concentrate well as they take turns playing with a duck game and build towers using plastic bricks. They develop their dexterity as they roll balls to knock down skittles and fit pieces into jigsaws with increasing skill. Children follow well-understood routines and are very much at home at both childminder's homes. They negotiate their way around the home taking care as they climb steps and

stairs. Both childminders play and interact with the children to support and encourage them to develop new skills and undertake fresh experiences. Children explore early problem solving as they play with posting boxes and observe changes when baking. They demonstrate warm and caring relationships as they receive cuddles and reassurance from their childminders.

Children learn about the environment as they undertake walks to school and nursery. They enjoy visits to the museum and local parks, where they extend their physical skills climbing on large apparatus and have picnics outdoors. Children are curious and interested in all around them, engaging with visitors and showing curiosity in what is happening around them. The childminder and her co-worker have recently implemented a new system for observation and assessment. As such, it is in the early stages and does not clearly show children's stages of development. The childminders demonstrate a sound understanding of the different areas of learning; however, planning is basic and does not yet identify how children's individual needs will be supported. The partnership offers a flexible approach to planning activities based on children making choices from all available resources. Children can choose to play indoors and outside within the routines of the day, although potential outdoor learning experiences are missed through lack of purposeful planning.

The home is well maintained and food preparation areas are clean and tidy. Children enjoy healthy meals and snacks, provided by the childminders, including fresh fruit, juice and water. Meals for babies and younger children are provided by parents and stored appropriately. Children help themselves to their own cups when they are thirsty. Nappy changing procedures are hygienic as the childminders wear plastic gloves and use antibacterial gels. Children learn to share and take turns, which in turn contributes to them developing appropriate behaviours and respect for each other. They receive lots of praise and encouragement, as they develop positive self-esteem. Children are starting to manage their own safety as they take care of each other and learn how to cross the road with care. Good fire safety precautions are in place, including a clear system for evacuation, which the children practise regularly.

## 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?	2
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?	2
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

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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