

## Inspection report for early years provision

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<b>Unique reference number</b>	302678
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Hilary Mary Mckenning
<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 1996. She lives with her husband and three children in the village of Darfield near Barnsley. It is within walking distance of the local schools, shops and amenities. The lounge, kitchen, dining room and bathroom to the ground floor, along with two bedrooms on the first floor are available for childminding. There is direct access to an outdoor play area.

The childminder is registered to care for six children and is currently caring for four children on a part time basis. Of these, two are in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She meets with other local childminders and regularly attends play groups and toddler groups. The family have several pets including a dog, hamster and gerbil.

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

Overall, the quality of the provision is good. Children freely choose activities and learn new skills within a safe environment, as the childminder completes risk assessments. The childminder is enthusiastic and has begun to identify some of her strengths and areas to improve her service. Children are confident and show a sense of belonging, as they are made welcome by the childminder, who supports them to make a positive contribution to their own development. They access a wide variety of resources and experiences where they can learn about themselves and explore differences. Children's learning and development is promoted through the use of sensitive observations. However, personalised learning is not clearly identified to promote the child's next steps. Interest in the local community is promoted through regular outings and visits.

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

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

- ensure all records are maintained including the recording of existing injuries
- further develop planning and assessments to aid children's learning and development.

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

The childminder has a sound understanding of her role in safeguarding children. All required records, policies and procedures are implemented and shared with parents to promote children's welfare. There are comprehensive risk assessments in place and the childminder carries out daily checks, to ensure the environment is safe and secure. Children are introduced to safety and how to keep themselves safe, for example, the childminder explains why rules are needed and they are

regularly involved in fire evacuation procedures.

Children are happy and settled in the setting, which contributes to their well-being. The childminder has an understanding of the Early Years Foundation Stage and is beginning to use her knowledge to develop her provision. The childminder has a positive relationship with children and their parents. She uses a daily diary to share information with parents about their child's day and achievements. Parents are invited to contribute what they know about their child's needs and interests. This enables childminder to meet the individual needs of children.

The childminder has a good understanding of the Early Years Foundation Stage framework and is beginning to make observations of children's achievements and next steps. However, these are not clearly used to inform planning, to ensure their continued development. The childminder demonstrates that she is able to make necessary improvements, as she has successfully addressed recommendations from the last inspection.

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

Children are cared for in a warm and welcoming environment. There is sufficient space available for children to move around safely and independently. The childminder organises the space well to provide children with easy access to a wide variety of resources that enhances all aspects of their learning, needs and interests. The childminder gets to know children well and is fully engaged in their play. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy, such as the small world and creative activities. A child enjoys counting and eagerly counts the number of 'jumps' on the trampoline. They show delight and giggle as the childminder joins in pouring water through the water wheel, watching the wheels spin around.

The childminder has started to make written observations of what children do and enjoy, which she shares with their parents. Although children's next steps are identified, these are not incorporated in planning to promote learning opportunities. The childminder is enthusiastic and takes advantage of training opportunities to improve her practice.

Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. They are encouraged to try new foods and develop their tastes. There are effective systems in place to deal with accidents involving children. The childminder has a good understanding of safeguarding children, although existing injuries are not consistently recorded. She is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care. Children are very aware and successfully follow routines in place that promotes good hygiene and protects children's health.

Children make a positive contribution by becoming involved in all areas of play. They are encouraged to share, be kind and have mutual respect for others. Children help each other as older children ensure younger children are able to find the shapes to fit inside the nesting dolls. There is the opportunity for children to

explore the immediate environment with interest, building on their natural curiosity. Children have regular opportunities to enjoy the outdoors and good use is made of local outdoor facilities, such as the play area and toddler group.

## 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

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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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