

Inspection report for early years provision

Unique reference number	EY278832
Inspection date	04/06/2009
Inspector	Hilary Mary Mckenning
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 was registered in December 2003. She lives with her husband and three children in a house in the Smithies area of Barnsley. The whole of the ground floor is used for childminding purposes. There is a secure garden area to the rear of the property suitable for outdoor play. The family has two pet rabbits and fish. The premises are close to the local schools, shops and other amenities.

The childminder may care for six children at any one time. There are 12 children attending on a part time basis. Of these, seven children are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children develop a high degree of self-confidence and a very healthy self esteem within a safe environment. A wide and varied range of activities ensures every child is a confident and competent learner. The childminder successfully engages with parents and regularly shares children's assessments. However, these are not used effectively in planning the next steps of children's learning. There are some links developing with other providers to encourage and promote children's learning and development. There is a system in place to evaluate and monitor the service offered and identified issues are addressed.

What steps need to be taken to improve provision further?

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

- further develop observation and assessments to plan and provide activities to meet individual children needs.

The leadership and management of the early years provision

The childminder is highly committed to the development and improvement of her practice as she effectively uses the self evaluation form to monitor and develop her service. She maintains records of children's assessments and achievements using observations and photographs. However these are not effectively used in planning activities. This shows a systematic approach to her evidence, enhancing all aspects of children's care. She is proactive in checking the suitability of people who have regular contact with children. For example, ensuring all other adults in the household are vetted. The childminder has excellent knowledge of the Early Years Foundation Stage framework and makes highly comprehensive assessments of children's achievements which inform her innovative planning.

The childminder has a positive relationship with the children's parents and other professionals. She has established very good links with some of the local settings to ensure continuity of children's care and learning. She takes topics and themes and extends them into activities helping to consolidate and develop children learning. However, this is in its infancy and the childminder is not yet able to fully demonstrate that the care and education she provides compliments the education and care received at other settings. Children are extremely well protected as the childminder has excellent awareness of her role and responsibilities with regards to safeguarding children. A good range of well-written policies and procedures are in place and shared with parents thereby providing a clear sense of direction and enhancing the care and learning of the children. There are suitable systems in place to deal with accidents involving children and the childminder has written parental permission to administer first aid treatment. Parents have been informed about the procedure for making a complaint and there is a suitable system in place for keeping a record of any complaints.

The quality and standards of the early years provision

Children's welfare, learning and development is promoted well by the organised and flexible approach of the childminder. She informally plans her day using a variety of resources to meet individual children's needs. Children are very settled and feel secure and confident in the childminder's care. For example, they eagerly snuggle down with the childminder as they read together a book about chicken spots. The childminder teaches children to be aware of danger and how to keep safe during walks and the school run. Children are aware of fire safety and take part in regular evacuation drills.

The childminder ensures children's health is promoted and protected. For example, they know when to wash their hands, dispose of tissues and take responsibility for themselves. Food served to the children is healthy and nutritious and children are encouraged to try new things. The children receive very good support and praise at every opportunity. The childminder provides a warm and caring environment, which fosters children's feelings of security and confidence.

The wide range of toys and resources enables children to enjoy their learning and they are making satisfactory progress. Daily opportunities are provided for children to access a rich and varied range of activities. Children readily count the number of sausages they have made with the play dough and draw pictures about them going on their holidays. Children are encouraged to explore, investigate and be curious. They are confident and enjoy their time together as they play a game of skittles together. Children make a positive contribution by becoming involved in all areas of play. They are generally well behaved, are kind, considerate and respect each other as they help each other find the shapes and colours as they play a game of dominoes. Gross motor skills are encouraged as children experience a range of toys to manoeuvre and negotiate obstacles. Children are exposed to a wide variety of opportunities to experience writing for a purpose as they make cards and write their names on their pictures.

Children learn about the wider world and its diversity. They are beginning to

appreciate the multi-cultural society we live in. For example, they talk about families and take part in other festivals and celebrations. There are suitable resources to help them understand and learn about other cultures and how their actions can affect others. Children's future economic well being is fostered through a positive relationship with the childminder and good support and praise from her.

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

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

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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