

## Inspection report for early years provision

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<b>Unique reference number</b>	300085
<b>Inspection date</b>	29/05/2009
<b>Inspector</b>	Sarah Gilpin
<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 1994. She lives with her husband and their three children aged 13, 16 and 18 years in a semi-detached property in Sheffield that is close to local shops, schools and parks. The whole of the ground floor is used for childminding and the children access toilet facilities on the first floor. Children have access to a fully enclosed area for outdoor play to the rear of the property.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the local childminding group and the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder knows the children in her care well and supports their welfare and learning. The children are making steady progress in their learning because the childminder provides a varied range of activities for them to choose from and enjoy. She has recently started to observe what they do, however this process is in the early stages of development and she does not use the information gathered to inform the planning of play experiences. The childminder has the majority of the procedures in place to promote the welfare of the children in her care. She has suitable links with the local schools and nurseries and ensures that information is routinely shared to promote consistency. The childminder has dealt with the recommendations from the last inspection and considers the needs of the children when making changes to the provision, however she has not begun to identify areas for improvement through evaluating and reflecting on her practice.

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

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

- ensure that parents give permission for their children to use the equipment in the garden, in particular the trampoline
- use reflective practice and self-evaluation to identify priorities for improvement in the provision.

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

- ensure that risk assessments are completed for the 12/06/2009

premises and outings and keep a record of the assessments, when they were completed and by whom (Documentation)

- continue to develop the system for observing what the children do and use this information to plan for the next steps in their learning (Learning and development).

12/06/2009

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

The childminder has a sound knowledge of the Early Years Foundation Stage and maintains appropriate records, policies and procedures required for the safety and well-being of the children in her care. For example, there are policies, such as those for dealing with lost and uncollected children and a clear fire evacuation procedure. The childminder demonstrates a sound understanding of the process of assessing potential hazards to children in the environment and when they embark on outings. However, there is no record of the assessments being conducted or reviewed, which is a requirement. There is a clear record of attendance and accidents and any administrations of medication are recorded as necessary.

Training and development opportunities are regularly accessed by the childminder, and she has attended a number of workshops in preparation for implementing the Early Years Foundation Stage. In addition, the children are safeguarded because the childminder has completed safeguarding training and has an up-to-date first aid qualification. She has made progress in dealing with the recommendations from the last inspection and makes suitable alterations to the provision, resources and equipment. However, she has so far made limited use of the Ofsted self-evaluation or other similar process to focus her reflections on her practice, and as a result she is not always clearly identifying areas for development.

The childminder has forged close partnerships with the parents and carers of the children she looks after. Information is made available to them, such as key policies and procedures. She has positive links with the nursery and school staff at the setting where she collects children and information is routinely shared with them to promote the well-being of the children in her care.

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

The children are very happy and well settled in the care of the childminder as they busily access a range of suitable activities. They are confident to ask for different resources to be provided. For example, when they want to become fire officers, they ask the childminder to get out the role play clothing and hats. The children demonstrate a wide vocabulary as they talk to the childminder and engage in cooperative play with their peers and the older children. The childminder joins in their play by asking them open ended questions to make them think about what they are doing. The children thoroughly enjoy playing in the water, they work as a team to wash down the walls outside and sweep the driveway. They show their

skills in pouring the water from one vessel to another and share the resources well. They are learning about the world around them through outings to the local park, farm and other amenities. There are regular opportunities for them to socialise with other children because they attend toddler groups and play sessions. The environment is child-centred and resources, toys and equipment are stored within safe and easy reach of the children when it is suitable to do so. For example, creative materials are kept out of reach of the smaller children to ensure their safety. When the children are engaged in activities the childminder allows them the freedom to play with their peers, at other times she provides a different resource, such as the box of bricks to re-direct their play. The children have the opportunity to be creative, painting pictures and drawing images of people and these are displayed to ensure they can feel proud of their achievements.

The childminder has very recently begun to complete simple observations of the children while they are engaged in a variety of every day activities, such as eating their lunch and social activities. There are photographs that show the children engaged in racing their model boats down the local river, eating their lunch and playing together, and these are linked to the observations the childminder is making. This is in the very early stages of development and while the childminder is producing lively observations they are not always linked to the areas of learning and she has not begun to identify the next steps in the individual children's learning and development. She demonstrates a sound knowledge of the kinds of activities to extend children's development, for example she places toys slightly out of reach to encourage the babies to stretch for and move towards them, as a result she is encouraging their progress in this area.

The childminder provides meals and snacks for the children that are healthy and nutritious, and that meet their individual dietary needs and special requirements. For example, they have yogurts, sandwiches, toast and fresh fruit and vegetables on a regular basis. The children enjoy many opportunities to play in the fresh air and take exercise, they enjoy jumping on the trampoline in the childminder's garden and while parents are aware of the opportunity their children have to use this piece of equipment, the childminder does not routinely seek their consent.

## 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

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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