

## Inspection report for early years provision

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<b>Unique reference number</b>	300292
<b>Inspection date</b>	03/08/2009
<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 1998. She lives with her husband who is also a registered childminder and their two children in Sheffield. The family have two dogs. Children have access to the ground floor and have access to three bedrooms on the first floor. There is a fully enclosed garden available for outdoor play. The local bus service is easily accessed and local schools are within walking distance.

The childminder is registered to care for a maximum of six children in the early years age group and there are currently 10 children on roll. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder has an NVQ level 3 in childcare and education and is accredited receiving early education funding for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time at the setting, where the childminder and her co-minder take positive steps to promote their safety and welfare and the majority of requirements have been met. There are strong relationships between the children and the childminder. The childminder has a good understanding of the importance of working closely with parents and other settings involved in children's care. She evaluates her service with her co-minder to ensure that they identify areas for future development.

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

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

- extend the behaviour management policy to provide consistency

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

- gather information from all parents to state who has legal contact with the child and who has parental responsibility for the child (Safeguarding)

21/09/2009

## The leadership and management of the early years provision

The childminder has a good knowledge of the Early Years Foundation Stage framework. She plans interesting and focused activities, that are based on children's interests and the six areas of learning. The children are confident in a well planned environment, where they have a wide range of stimulating resources. They are able to make independent choices because toys are easily accessible. The

childminder maintains comprehensive documentation, which supports the safe and efficient management of her provision. Detailed risk assessments for the premises and any outings are completed to ensure potential hazards are minimised. An emergency evacuation plan is in place and it is regularly practised with the children, which promotes their understanding of keeping themselves safe. The majority of the welfare requirements are being met. However, information regarding legal contact and parental responsibility is not obtained for all children. This is a breach of requirements. The childminder has a good understanding of her responsibilities with regard to child protection. She has attended recent training and her clear policy enables her to follow appropriate action if there are any concerns. Children's health and well-being is promoted because careful consideration is given to maintaining good hygiene standards in the home and protecting children from the spread of infection.

The childminder has established secure and professional relationships with parents and their views are obtained through verbal discussions daily, an annual questionnaire and regular newsletters. Suitable links with other providers are developing to help continuous learning for children. The childminder is committed to updating her skills and knowledge through regular training, to promote better outcomes for children. She shows a very good approach to making improvements to her provision and she has successfully addressed the recommendations from the last inspection.

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

Children are inquisitive and explore their environment with ease. The childminder introduces simple and effective methods to enhance children's confidence and emotional development. Children behave well and enjoy each others company. The childminder has a behaviour management policy that is clear regarding appropriate strategies that are appropriate for the ages and stages of the children cared for, which is put in practice. However, through discussion there were some ideas that required further exploration regarding strategies for different types of behaviour to ensure consistency. Children's language and literacy skills are developing well. The childminder has begun to use other forms of communication to enhance children's language development, such as Mackaton signing. Children take an active role in the daily life of the setting, because they are involved in decision making of the activities they access. The childminder has begun to develop new ways of involving children in developing new skills, which helps them to be motivated and interested in their learning. For example, the childminder and children have attended a course, where they have learned Mackaton signing together. Children use their imaginations well and they enjoy activities, such as puppet shows and dressing up. They enjoy being active and playing outside in the fresh air, which contributes to their overall good health. Sound opportunities are provided for them to engage in physical activities and explore the natural world. For example, they have walks in the nearby woods where they collect acorns, conkers and leaves which they incorporate in their everyday resources.

Children gain a good understanding of healthier life through discussions in everyday routines, such as healthy eating and regular exercise and any issues that

may contribute to weight and illness. Children are encouraged to respect each other and are beginning to understand difference and similarities and the wider world. They are confident to talk about their families and the childminder encourages and extends their conversations because she is aware of the importance for children to discuss their home experiences. Children's overall experiences and learning environment is enhanced by the childminder's enthusiasm and her commitment to improve her service.

## 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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