

Inspection report for early years provision

Unique reference number	302753
Inspection date	17/04/2009
Inspector	Shazaad Arshad
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 1995. She lives with her husband and child aged 12 in Penistone, a suburb of Sheffield, close to shops, parks, schools and public transport links. All the ground floor of the property is used for childminding purposes and there is an enclosed garden available for outdoor play. The family has a dog and cat.

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 six 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 National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a bright, welcoming environment, in which children's welfare is suitably promoted. Each child makes good progress towards the early learning goals as the childminder is fully aware of their individual capabilities and uses their interests to support their development and learning. Good partnerships with parents and established links with other local provisions ensure that the childminder consistently meets the needs of all children. All parental permissions and written procedures required under legislation are in place. The childminder is beginning to make some use of self-evaluation to identify key strengths and areas for development within her provision and is improving the outcomes for children as she puts into practice information gained from courses she has attended.

What steps need to be taken to improve provision further?

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

- continue to develop the risk assessment arrangements to clearly include details of timescales for review
- continue to develop self evaluation in order to identify key strengths and areas for improvement.

The leadership and management of the early years provision

The childminder is very experienced and has a sound understanding of her role and responsibilities in safeguarding children's welfare and she is suitably aware of the correct child protection procedures to follow, should she have any concerns.

She has completed some Early Years Foundation stage training and has a relevant first aid qualification. All required documentation for recording accidents and administering medication is in place and the childminder uses it effectively to ensure children are safe and secure at her setting. Parents are clearly advised of the provision's policies and procedures, which the childminder uses to support her working practice. Recommendations made at the last inspection have been satisfactorily met and the newly set up evaluation system for the provision is beginning to help the childminder identify areas for future improvements. The childminder is using the Ofsted self-evaluation form to support her in evaluating her practice. She identifies few key strengths or areas for development within her provision but has made some improvements to the resources in certain areas, particularly to support children's awareness of diversity. There are good systems in place to promote inclusion and the childminder works cooperatively with parents to support their flexible work patterns. She ensures that activities offered to boys and girls support their creativity and appropriately promote their differing interests. The environment is welcoming and organised so that children can access most toys and equipment independently.

All children are developing a good awareness of their local environment. They enjoy trips to the nearby recreational play areas and visits to the local parks and woods. Children enjoy extended physical activities and visits to the sports centre to participate in various sport activities. The childminder consults with parents as to how children have responded to activities and they discuss together how they are developing, especially children whom the childminder only looks after during school holidays. Consequently, children enjoy learning and make good progress in all areas because the childminder closely matches activities to their individual stages of development and their interests.

The quality and standards of the early years provision

Children make good progress overall in their learning and development and the childminder fully utilises the local amenities, such as parks and childminding groups. This helps children develop positive qualities, especially in their social development, to enable them to contribute effectively later in life. Children play in a warm, bright environment and new children settle quickly as the childminder has a positive attitude and forms good relationships with children and their parents. A good start has been made to children's profiles, which include photographs, drawings and written observations of each child's achievements and interests. Children initiate activities and make decisions regarding their play as they explore the wide range of resources. The childminder is knowledgeable about their abilities and preferences of the individual children in her care. She caters well for these and uses some of the Early Years Foundation Stage guidance documents to support her in covering the six areas of learning.

Children's fine motor skills are encouraged well, as they use a variety of craft materials including cutters, play-doh and presses. Older children confidently use their phonic knowledge to sound out and repeat words. They talk happily about their parents jobs and distinguish between the roles of the police and fire people. Younger children enjoy a good range of activities, such as craft, dressing up and

playing with small world figures. The childminder encourages them to think about favourite games and activities to which children duly oblige. As a result, children's know their ideas are valued, their feelings acknowledged and this helps support their confidence and self-esteem.

The childminder has a suitable awareness of maintaining the children's health and safety. She helps younger children in her care to stay safe by having precautions, such as ensuring the door is locked and all sockets are covered. She explains to older children the reason for playing carefully inside and outside the home and ensures they are well supervised when they are in the vicinity of the family pets. Older children know why they should cross the road carefully and the childminder ensures they all play and use equipment safely. The children have also received an award for the sensible awareness of crossing the roads from the crossing patrol officer. Although risk assessments are in place they do not clearly show details of timescales for review. She talks to older children about food that is good for them and praises them when they try fruit that they have not tasted before. Food is prepared using fresh ingredients and the childminder ensures that meals include vegetables, to promote healthy eating. The childminder home is very well maintained and very clean. She ensures she reduces the risk of cross infection by encouraging the children to follow good hygiene routines and ensure they wash their hands before mealtimes and after toileting.

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.	3

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?	3
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

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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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