

Inspection report for early years provision

Unique reference number	EY255669
Inspection date	08/05/2009
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 2003. She lives with her husband and children aged nine years and five months in a town house in a suburb of Barnsley. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. She is currently minding five children, two of these are in the early years. The childminder drives to local schools to take and collect children. She attends the local parent and toddler group.

The childminder is a member of the National Childminding Association and is also a member of the local childminding network and mentors other childminders. She is a sponsored childminder for the local Social Services department and supports children with learning difficulties.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has a very good partnership with parents and takes time to develop a good understanding of children's individual needs to promote inclusive practice successfully. She ensures the learning environment is accessible to all children to enable them to freely choose activities within safe boundaries. Children learn how to keep themselves safe, be healthy and maintain their personal care in a well organised environment. Learning opportunities to help children make some progress are acceptable, however, the use of observations to plan personalised experiences are developing, although links to the six areas of learning are not clearly identified. Links with others providing the Early Years Foundation stage are established to promote continuity of learning. The provider is beginning to monitor and evaluate her service and areas for development have been identified.

What steps need to be taken to improve provision further?

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

- develop further the use of observations to plan and provide experiences which are personalised and tailored to meet the needs of individual children.

The leadership and management of the early years provision

The childminder keeps a good standard of records on children in her care. This includes very detailed information about children's individual needs. A comprehensive range of policies and procedures are shared with parents to support the care of the children and to comply with regulations. Records are very clear, up to date and ensure safe management of the provision to promote

children's welfare, learning and development. The childminder is sufficiently focused in helping children to make progress in their learning and development. She aspires for quality, which is evident from her commitment to attend future training events. She has begun to evaluate her service and has addressed successfully the recommendations raised at the last inspection.

The childminder recognises that parents know their children best and when they start in her care, she collects important information, including what the children's interests are, likes and dislikes and any care routines. Parents are kept fully informed on how their children are cared for and what they achieve each day by receiving verbal and written information. For example, detailed daily record books are used. The childminder has begun to use photographic evidence to share with parents their child's development. Parents are asked to express their views through questionnaires and discussion. They praise the setting highly and appreciate the open, trusting and friendly relationship that has been established in a short period. Therefore, many aspects of children's welfare are successfully met ensuring they are safe and secure within the setting.

Children are cared for in a secure, clean, well maintained and well supervised environment. Risk assessments are completed for both the premises and any outings, as well as a daily safety checklist. Safe and suitable toys and resources that stimulate and challenge are easily accessed and young children sleep safely and comfortably and are frequently monitored. The childminder has good knowledge of how to protect children and is vigilant about signs and symptoms of possible abuse. She is well aware of the procedures to follow should she have concerns about a child.

The quality and standards of the early years provision

Children's health is promoted well by the childminder reducing possible risks and by her taking a range of positive actions to encourage healthy eating. For example, a high priority is given to ensuring children understand about good personal hygiene, that parents are fully aware of the procedures should their child be ill and by taking very positive steps to keep the premises and resources clean. Meals are freshly prepared from fresh wholesome ingredients according to the dietary requirements of the children and they are often encouraged to help prepare snacks and meals. Children are provided with plenty of opportunities for physical play through activities that help them to develop confidence and move their bodies in various ways. For example, dancing to music and doing actions to songs. They learn about direction, position and following instructions, which also build up language skills. Good practices in place help children learn about what is dangerous and how to keep themselves safe. The childminder has taken the opportunity for children to meet with the community Police officers and Fire fighters to learn about fire safety, road safety and stranger danger.

The childminder is well aware of how children learn and develop. She interacts enthusiastically, engaging with children in activities, which are developmentally appropriate. Her knowledge of the Early Years Foundation Stage is beginning to emerge. The planning for individuals to ensure each child receives a suitably

challenging range of learning experiences is very much in its infancy. The childminder generally bases her activities on the observations she makes so that they are broadly matched to children's individual needs. As a result, children are making some progress in their learning in relation to their starting points. However, to ensure effective continuity and progression, the childminder has not yet established a system for sharing information with others providing the Early Years framework.

The childminder promotes a calm environment where children are happy and confident. She makes children feel good about themselves by frequently providing positive support, praise and encouragement and treats all that happens as an opportunity for children to learn. For example, she responds to young children's babbles by talking constantly to them and encouraging their play for example, 'can you find me the yellow car', and what noise do the different animals make. The children respond by giggling, shouting out, reaching up and smiling. Very good warm, caring relationships are evident and this is reflected as children are relaxed, settled and are confident to explore, make decisions and relate well to others.

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?	3

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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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