

Inspection report for early years provision

Unique reference number	EY264714
Inspection date	30/07/2009
Inspector	Yvonne Victoria Facey
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 has been registered since September 2003. The childminder works with another childminder, and minds from her co-childminder's house in Sheffield. Local schools, shops and parks are within walking distance. Children have access to all ground floor rooms and one bedroom on the first floor. There is a fully enclosed area to the rear of the property for outdoor play.

The childminder is registered for the care of five children under the age of eight years old, and is presently caring for six children in the early years age range. When working with her co-childminder they are registered to care for up to nine children when working together. The childminding partnership presently cares for eight children in the early years age group, and eight children in the later years age group. The childminding partnership is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has a strong capacity to maintain continuous improvement and is committed to improving her service for all children. However, the process for evaluating the service are being further developed. The childminder and her co-childminder have established effective partnerships with parents and other early years providers, which ensure that children's individual needs are met and they effectively promote inclusive practice so that children feel secure and valued. Children are provided with a broad range of experiences and activities which enables them to make good progress in their learning and development. Most of the required documentation to promote children's welfare is in place.

What steps need to be taken to improve provision further?

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

- further develop the system of self-evaluation to identify strengths and priorities for development that will improve the quality of the early years provision.

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

- gather information from parents who has legal contact with the child: and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

12/08/2009

The leadership and management of the early years provision

The childminder demonstrates a positive attitude to improving the service she provides for children and their families. She has successfully addressed previous recommendations, and updated her knowledge in childcare practices through training to improve outcomes for children. As a result, children's welfare, learning and safety are very well promoted. The childminder's compliment each others skills and understanding of the Early Years Framework. They have a sound understanding of how they evaluate their service and have identified suitable areas for future development. Although, they are developing the system they use to ensure they have a consistent overview to ensure continuous reflection.

Detailed written policies and procedures are in place, and are reviewed regularly to ensure that new guidance and requirements are included. The childminder's have a strong understanding of safeguarding procedures and are clear about their roles and responsibilities. Required documentation and children's personal information is sought from parents to ensure the safe management of the provision and to meet children's needs. However, details of who has parental responsibility and legal contact is not included in the information gathered. This is a breach of requirements. Risk assessments are in place to ensure that any potential hazards are identified and minimised including assessments for each outing. The childminder ensures children are well supervised at all times and security is maintained so children can not leave the premises unsupervised. Space and play resources are organised effectively to meet children's needs.

There are positive links with other providers delivering the Early Years Foundation Stage and parents in order to support children's learning. For example, discussions are held with other providers regarding activities children are interested in, and children are prepared for transitions to school and nursery with visits and discussions with the setting regarding their learning and care needs.

The quality and standards of the early years provision

The good quality of observations made by the childminder ensures that children are making good progress towards the early learning goals. They clearly identify what children can do, what they are going to learn next and this information is used well to plan interesting and focused activities for all children. There is a wide range of very good activities that are planned for children, and a good balance of adult and child led activities. Children freely choose their activities and the childminder ensures resources provided are stimulating and challenging for their abilities. Children are beginning to develop an awareness of numbers and understand simple calculations. For example, they count, use the valuation of money and match coins as they the play 'pop to the shops' game. They investigate objects and materials and learn about change, similarities and differences as they experiment with objects that float and sink, and discussed their findings and colour and texture of the objects used. Children enjoy creating their own pictures and show a sense of pride and achievement when they have completed them and they are displayed. Older children are beginning to develop an understanding of how to

link sounds and letters and use their knowledge to read and write simple words. All children are beginning to extend their vocabulary through and positive experiences such as stories and rhymes.

Children enjoy visits to places of interest such as the museum, which enhances their learning and curiosity. Outdoor play is planned as part of children's learning experiences. They link indoors and outdoors freely had have a range of activities to choose from. As well as a good range of physical activities, children enjoy role play and building with construction, conducting experiments and mark marking in the outdoor play area. Children are making healthy choices about what they eat and drink. For example, they have a discussion about the pizzas they have made and how the pineapple on it make's it healthier. They develop an understanding of dangers and how to stay safe through planned activities, and during their every day play.

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

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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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