

Inspection report for early years provision

Unique reference number	EY310848
Inspection date	06/08/2009
Inspector	Carolyn Gifford
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 2005. She lives with her husband and two children aged six years and 10 years old at Lowedges in Sheffield. The whole of the ground floor is available for childminding, which includes a lounge, dining room, kitchen, hallway and playroom. There is a bathroom and playroom also available on the first floor. The premises are accessible via a driveway and path and five steps to the front door. There is a fully enclosed garden for outside play. The family has a pet cat.

Local schools, play areas and shops are within walking distance.

The childminder is registered to care for a maximum of five children under eight years old at any one time. There are currently seven children on roll, two of whom are in the early years age group. Children attend for varying days and times.

The childminder sometimes works with a childminder assistant.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. She is a member of the National Childminding Association.

The childminder works very well in partnership with other settings providing the Early Years Foundation Stage framework (EYFS).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children are welcomed into the setting and the childminder provides very good levels of support to enable them to achieve and develop a positive self-esteem. The childminder is aware of her own development needs and is committed to continuous improvement via accessing further training opportunities. She does have systems in place to observe and assess individual children's progress, but does not always use these to inform her planning. The childminder has successfully addressed the recommendations made at the last inspection, which has a positive impact on children's overall welfare.

What steps need to be taken to improve provision further?

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

- continue to develop skills in linking observations and assessments to the planning of challenging experiences for children.

The leadership and management of the early years provision

The childminder offers a fully inclusive childcare service and maintains a clear focus on children. She is vigilant regarding safety and ensures that children's safety and well-being are fully promoted via carefully considered risk assessments. The childminder has a secure knowledge and understanding of her role and responsibilities with regard to safeguarding children and guidance materials are readily available at the setting should she have any concerns about children in her care.

Written policies and procedures that underpin important elements of the childcare service are implemented very well and shared effectively with parents. There are very good links between the childminder, parents and other providers of the EYFS, which means that children's individual needs are met as their progress is monitored to help them achieve and reach their maximum potential. The childminder maintains daily diaries for each child, which effectively contributes to parents being fully informed and involved with their child's interests and experiences whilst at the her home. The childminder has good systems in place to ensure that all areas of learning are covered when planning activities and that the next steps in individual children's learning and development are identified. However, the childminder does not consistently use the systems she has in place for linking observations and assessments to the planning of challenging experiences for children.

The childminder does reflect on her service and has a clear commitment to the further development of her knowledge base about how young children learn and develop. She has completed a number of relevant courses and has systems in place to enable her to identify further training she would like to attend. For example, the childminder is booked to complete training on safeguarding children later this year and has recently completed training in developing childminding practice.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care and show a strong sense of belonging as they interact very well with the childminder and confidently use all areas available for childminding. There is a varied range of easily accessible, age appropriate resources and a good balance between adult led and child initiated activities, which means that children can make choices about their play. The childminder plans the childminding day to ensure that each child's individual needs are met and that she complements children's learning and experiences at home and in other settings. She uses good questioning techniques to help children develop their critical thinking and problem solving skills. For example, as children enjoy playing in the sand, the childminder talks to them about what they are doing and encourages children to count how many spades of sand they need to fill the bucket.

The childminder employs appropriate behaviour management strategies and her

effective use of praise and encouragement helps children to learn right from wrong in a caring and supportive environment. The childminder has a very good understanding of the areas to consider when caring for children who have learning difficulties or disabilities. She offers an inclusive childcare service to all families and children and ensures that she meets the needs of all children attending by adapting activities and resources so that all children can participate.

The good health and well-being of children is successfully promoted as the childminder encourages children to make healthy food choices by offering a variety of fresh fruit and vegetables. She encourages children to try different fruits such as lychees, red bananas and coconut. Children talk about which foods are good for them and are able to name the fruits they choose at snack time, which shows they are extending their knowledge and understanding. Children individual dietary needs are met very well as the childminder discusses their needs with parents and records all relevant information and detail.

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----