

Inspection report for early years provision

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| Unique reference number | EY321312 |
| Inspection date | 08/04/2009 |
| Inspector | Karen Cockings |
| 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2006. She lives with her husband and three grown-up children in Penistone, South Yorkshire. The house is within walking distance of local schools, parks and other amenities. The ground floor rooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden for outdoor play. The family has a dog and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time. She works with her daughter, who is also registered, and currently they care for six children in the early years age range and three older children. Both childminders have joint responsibility for the childminding practice. The childminder is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is working towards a level 3 Diploma in home based childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder and her co-worker provide a comfortable and welcoming environment, where children's individual health and welfare needs are effectively promoted and they enjoy a varied range of activities to support their learning. There are clear systems in place for observing and recording children's progress, although links with planning for individual children are not yet established fully. Strong partnerships are formed with parents and most aspects of information sharing are good. Links with other settings are being developed. The childminder and her colleague reflect critically upon their practice and make good use of training opportunities to further develop skills.

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 use of observations and assessments to identify and plan for individual children's learning
- consider further ways of involving parents in their children's learning
- review the planned use of resources to maximise opportunities for children to make independent choices.

The leadership and management of the early years provision

Children are cared for in a clean, comfortable and well organised home, where the two childminders work effectively together to promote their safety and well-being. Comprehensive risk assessments and a clear daily checking system ensure that any

hazards within the home and outdoors are suitably addressed. Children learn how to use their environment and equipment safely and develop an understanding of safe practice as part of daily outings and routines. For example, they learn to take care near water and how to cross roads safely. The arrangements for joint working are managed so that children receive good levels of supervision at all times. Their welfare is safeguarded because the childminder has a secure understanding of her responsibilities with regard to child protection and knows what action to take should she have any concerns.

The childminder liaises closely with parents to help her to meet children's individual needs. She gathers information about children before they are placed with her and keeps parents well informed about her setting and how it operates. Younger children have their own 'home books' where notes about daily routines and activities are made to pass on to parents at the end of the day. Parents also use the diary to supplement the verbal sharing of information at arrival and collection times. Children's development folders and scrapbooks are readily available, although there are currently no formal arrangements for sharing these and for inviting parents' contributions to them. The childminder recognises the importance of liaising with other settings involved in children's care and tries to ensure that significant information is communicated to them. She makes good use of available literature to develop her understanding of children's additional needs so that her setting is welcoming and inclusive. Children's awareness of different cultures and needs is raised through resources, activities and discussion, although the childminders identify this as an area for further development.

Required records, policies and procedures are maintained well. The childminders have clearly documented systems for logging when measures have been taken, such as the checking of fridge and freezer temperatures and the practising of fire drills. Recommendations from the last inspection have been addressed, with plans in hand for further improvement. The childminders are beginning to use self-evaluation systems to help them to identify their strengths and areas they can develop. There is a clear commitment to the continuous improvement of the provision, demonstrated through the completion of additional training to enhance practice.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. They move around the setting confidently and relate well to each other and to the adults who care for them. They are familiar with daily routines, such as washing their hands before they eat and helping to tidy away at meal times. Ongoing conversations with children help them to feel secure and develop their language skills. They enjoy listening to favourite songs and joining in with them. Books are easily accessible and shared with great enjoyment; children sit together on the sofa and re-tell well known stories to each other. They begin to recognise their own names as they find their own personally decorated and labelled place mats and trace their initials on individual face cloths. During their outings they look out for letters and numbers in their environment.

There are daily opportunities for children to enjoy fresh air and exercise, which contributes to their overall good health. They thoroughly enjoy playing in the garden, where they practise physical skills as they steer and pedal wheeled toys and bounce along on hoppers. They go for walks in the surrounding countryside and visit parks and indoor play centres. Younger children grow in confidence as they learn how to move safely around their environment. The childminder provides children with healthy foods, such as a selection of fruit at snack time, and adapts her menus to suit any special dietary requirements.

The two childminders work well together to support children in their learning and development. They make regular observations of children as they play to help them to identify children's interests and to record the progress they are making. Activity plans are linked to the areas of learning to ensure that all are covered over time, although the childminders' observations are not yet used consistently to inform planning for individual children. Attractive development folders are produced which include photographs, observations and examples of children's work. There is a good balance of activities and children are generally able to make choices about their play. However, the childminders have a system for the planned rotation of toys, which may at times restrict opportunities for children to select a different activity.

Children respond well to the childminder's gentle manner and positive approach. All are encouraged to use good manners and to be considerate towards others. The setting's 'golden rules' are on display and are discussed with children as necessary. Children's achievements are warmly acknowledged, which builds their confidence and helps them to feel good about themselves.

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

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| 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

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| 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

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| 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

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| 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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.