

Inspection report for early years provision

Unique reference number	300319
Inspection date	16/07/2009
Inspector	Angela Howard
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 daughter aged 13 years in Richmond, a suburb of Sheffield. 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 premises are accessible for people with limited mobility. Care is offered Monday to Saturday all year round. The family have a hamster and a tank of tropical fish.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five years. She also offers care to six children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The environment is organised appropriately so that children freely access resources offering different activities to extend their play and develop their independence. Children enjoy their time at the setting and have developed warm and caring relationships with the childminder. However, due to the limited use of observational assessments it is not sufficiently clear as to how the activities offered are personalised or tailored to help children reach their full potential. Children are encouraged to learn how to keep themselves safe and healthy at the setting. The childminder has successfully addressed all actions and recommendations made at the last inspection. Self-evaluation of the setting is superficial but overall, the childminder demonstrates the capacity to improve and has begun to use self-evaluation to secure improvement. Well-established partnerships with parents ensure children's individual needs are met.

What steps need to be taken to improve provision further?

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

- take steps to ensure the fire blanket is appropriately sited
- continue to develop the observation and assessment system to include the child's next steps in learning to inform future planning
- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice to improve outcomes for children.

The leadership and management of the early years provision

The premises are secure, clean and well maintained. The childminder supervises the children well and ensures they have access to a wide range of safe and suitable toys and equipment that stimulate and challenge them. Thorough procedures are in place to ensure children are safe on outings and clear risk

assessment documentation is maintained. However, the fire blanket is not appropriately sited. Policies and procedures are effectively implemented to protect children and reassure parents. The childminder has satisfactory arrangements in place to safeguard children and recognises that it is her first priority should she have any concerns about a child. The childminder has adequate knowledge of the possible signs and symptoms of abuse and the correct procedures to follow. There is a clear child protection statement based on the Local Safeguarding Children Board procedures which is shared with parents. The childminder has appropriate knowledge of children's welfare needs. She has an effective relationship with parents and engages with them daily through face to face discussions. This encourages parents to share what they know about their child and ensures inclusive practice is supported. Self-evaluation is basic but does clearly identify a range of improvements. However, although the childminder has identified some areas for improvement she has yet to establish a clear system of how to take these identified areas forward, this limits future plans.

The childminder has worked extremely hard since her last inspection to ensure she meets all the requirements. She is focused on raising the level of quality of her service and children's achievements. Her knowledge of the Early Years Foundation Stage guidance is beginning to emerge which enables her to make sure children are beginning to make some progress in their learning. Although the childminder knows the children in her care well and identifies what they can do and what they like to do, she does not identify children's next steps or use this information rigorously to plan effectively so that children make as much progress as they can.

The quality and standards of the early years provision

Children's health and well-being is supported appropriately. The childminder provides a varied well balanced range of healthy food options and ensures children have some form of physical play each day. They love to help grow, pick and prepare vegetables and fruit, such as mange-tout, strawberries, peppers, green beans, cauliflower and cucumber. Children explore, play and learn in a safe and secure environment and are beginning to learn about safe practice. For example, they practice road crossing procedures when out, know house rules and are aware of the dangers of falling if they run indoors.

The children share a very warm and caring relationship with the childminder and their peers. The close relationship promotes their sense of belonging and ensures they can explore and gain confidence from a secure base. They show good concentration skills, for example, as they make pretend sandwiches with the wooden toys, spreading butter or jam and deciding on ham and eggs on their sandwich. Babies show pleasure as they wait for the stacker cups to be built and knock them down in excitement. Children learn new words and respond to simple instructions because the childminder responds positively to children's chatter. To encourage babies communication skills she is constantly linking actions to word as she completes every day tasks. For example, she talks through her actions as she give them drinks and plays, repeating sounds the babies make as they explore their own voices. Children are starting to make sense of the world as they encounter the natural environment when out and about they look for evidence of

the changing seasons. Children love to find mini beasts and flowers and leaves. Babies enjoy and concentrate immensely as they thread beads on wired toys, skilfully moving the beads from one side to the other. The children respond to praise with a smile and giggle. There is a wide range of electronic toys that require children to press buttons that make noises, lights flash and music plays. Children talk freely about where they have been and what they have done at home. This shows they are developing a sense of time as they begin to differentiate between past and present and events in their own lives. This also encourages children to develop a positive identity of 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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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