

Inspection report for early years provision

Unique reference number	EY336087
Inspection date	04/09/2009
Inspector	Carolyn Gifford
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2006. She operates from premises at Stairfoot in Barnsley. Areas of the home to be used for childminding are the kitchen, dining area, conservatory and ground floor toilet. There is a secure outdoor play area. The family has one pet dog.

Schools and pre-school groups are within walking distance

The childminder is registered to care for a maximum of six children at any one time. Children attend for different days and times She works alongside a co childminder and is a member of the National Childminding Association.

The childminder is registered on the (Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides very effectively for their individual needs. All children are welcomed into the setting and the childminder offers appropriate levels of support, which effectively contributes to children achieving their maximum potential. The childminder has a sound knowledge and understanding of the Early Years Foundation Stage framework (EYFS) and recognises the need to develop existing systems for continued successful implementation. She demonstrates a sufficient capacity for continuous improvement and has a very good partnership parents, which effectively contributes to ensuring that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- ensure that a risk assessment is carried out for each type of outing (Safeguarding and promoting children's welfare) 26/09/2009

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

- continue to develop skills in linking observations and assessments to the planning for children's individual learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very good knowledge and understanding of her role and responsibilities regarding safeguarding children. She knows the procedure to follow if she has concerns about children in her care, which means that children are effectively protected. She also helps children to learn to keep themselves safe as, for example, she talks to them about road safety when on routine outings. The childminder is vigilant regarding children's overall safety and completes risk assessments for the premises, indoors and out. However, the childminder does not complete a risk assessment for each type of outing, which is a breach of requirements.

Written policies and procedures that underpin important elements of the childcare are implemented very well and shared effectively with parents. The childminder does reflect on and evaluate her practice and shows sufficient commitment to the further development of her knowledge, to support the continuous improvement of her childcare service. There are appropriate systems in place for monitoring individual children's progress via observation and assessment. However, these do not clearly link into the planning of activities for individual children's learning and development.

The childminder establishes very positive relationships with parents and other providers of the EYFS. These links are very well supported by effective systems for information sharing. For example, the childminder discusses individual children's starting points with parents and shares information on a regular basis with parents and other providers about children's progress. This means that there is continuity of care and learning for the children.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a clean, welcoming and secure environment where there is a strong emphasis on safety and effective measures are taken to protect children. The good health of children is promoted very well as the childminder encourages children to make healthy food choices. She extends their knowledge and understanding via activities and discussion, which helps children to develop a healthy lifestyle as they learn about the benefits of good food and regular exercise. There is daily opportunity for children to play in the garden at the setting and at local parks and play areas, which effectively contributes to children developing confidence and physical skills.

Children's welfare, learning and development are successfully promoted by the well organised and flexible approach of the childminder. She plans the childminding day to ensure that individual children's needs are met and that she complements learning experiences at home and in other settings. The childminder offers a fully inclusive childcare service and demonstrates a very good understanding of the areas to consider when caring for children who have special educational needs or

disabilities. This effectively contributes to ensuring that she continues to meet the needs of all children attending.

There is a good balance between adult led and child initiated activities and a varied range of age appropriate and good quality resources are readily available to the children. This means that children have lots of opportunity to make choices about their play with very good levels of support and guidance from the childminder. For example, when children enjoy playing with play dough, the childminder extends their knowledge and understanding by encouraging children to develop their language skills, as she talks to them about the colours and number of different shapes they are making. Her very good questioning techniques help children to develop their critical thinking and problem solving skills.

Behaviour is good and the childminder actively encourages children to value and respect each other's similarities and differences and to consider the feelings of others. The childminder talks to children about what is acceptable and what is unacceptable behaviour and her skilful use of praise and encouragement helps children to learn right from wrong in a caring and supportive environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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