

Inspection report for early years provision

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Inspection date	07/09/2009
Inspector	Angela Howard
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.

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Description of the childminding

The childminder was registered in 2009. She lives in Southall a suburb on the outskirts of Sheffield, close to local facilities with her partner and one child aged 10 months old. All of the ground floor is used for childminding, plus two bedrooms and a bathroom upstairs. There is an enclosed garden for outdoor play. The premises are accessible for people with limited mobility. Care is offered Monday to Friday all year round. The childminder works with another registered childminder.

The childminder is registered to care for a maximum of five children at any one time when working alone, and is registered to care for 10 children when working with her co-childminder. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Child safety is a high priority at the setting, risk assessments and monitoring of practice is rigorous. The learning environment is accessible to all children to enable them to freely choose activities, test their abilities and discover new skills within safe boundaries. An ethos where children are warmly welcomed and every child is treated as unique is successfully promoted to ensure children's welfare, and progress in their learning and development is good. Strong links with parents further enhance inclusive practice. There is a keen commitment and a good attitude towards self-evaluation, which gives a reasonably clear vision for the future of this setting.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to recognise the weaker areas and monitor the impact of changes made
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning
- develop further the range of activities and play materials that represent positive images of diversity, to encourage children to appreciate and value each others' similarities and differences.

The effectiveness of leadership and management of the early years provision

A systematic approach to safeguarding protects children and reassures parents. The childminder has a good understanding of her role in protecting children, and that this is her first priority. She has robust procedures in place, and her

willingness to make records of existing injuries and to discuss these with parents, ensures any concerns are dealt with promptly. The childminder has robust systems in place to ensure people who have regular contact with children are suitable to do so. All visitors to the setting are asked to record personal details including the purpose of their visit. The setting is well organised, good use is made of time, space and resources promoting children's safe and eager participation. The day is planned carefully to ensure arrangements meet each child's welfare and learning needs. The childminder is thorough in assessing potential risk and taking effective steps to prevent accidents. Risk assessments for the premises and outings are well managed, and enable children to freely choose activities test their skills and make new discoveries within very safe boundaries.

The childminder is highly motivated and an excellent communicator. She has a clear ambition for excellence and is beginning to put together her plans for the future. The childminder works alongside another childminder. They work in complete partnership successfully promoting an excellent working atmosphere inspiring children. Good child ratios enable sustained interaction that help children to flourish. There is a strong ethos of reflective practice throughout the setting. The evaluations made about practice, children's activities and snap shot observation records of children's progress show how keen the childminder is to continually improve outcomes for children. However, self-evaluation is very much in its infancy, and does not yet show how changes impact on children's outcomes, and how parents and children are involved in this process. The childminder's key strength is her communication with parents and how she makes everyone feel valued and welcome. She spends a great deal of time gathering information from parents about their children. They are consulted very step of the way and their views are responded to and the systematic approach to reporting on children's progress ensures they are fully informed of their child's development. Daily care and contact sheets are used very well to ensure a two-way flow of information, which develops a strong link with home and ensures children's individual needs are met continually. Therefore, the childminder promotes an environment of equality and a sense of belonging, where parents and children feel comfortable and able to contribute. However, although she has a good understanding of her role to promote equality and diversity and has plans in place for older children to learn about diversity, there are limited resources for younger children that reflect positive images of diversity, which restricts children's awareness of difference and the wider world.

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

Children develop well and are making good progress, because the childminder knows how to engage their interest and supports children to reach achievable targets. The childminder has good knowledge of the Early Years Foundation stage and uses this well to plan activities to stimulate children's curiosity and enthusiasm. Assessment is rigorous and achievements are recorded well. Parents provide a base line of information for children's starting points and the childminder uses this information robustly in line with the foundation stage curriculum to plan well for children's next steps.

Children are making good progress in their personal, social and emotional development. Babies have a very strong impulse to explore stroking the textured mat they are sat on, they take pleasure in pressing buttons to make noises and lights appear, and are beginning to develop good self-confidence as they move away from the childminder to explore the ball pool. Babies seek eye contact with the childminder as they move away wanting her approval. They love to snuggle in when tired and rest on her knee, hide their face and fall asleep. This shows they have developed very secure relationships and firm attachments making them feel safe, secure and confident. They show a strong sense of belonging and are very aware of the daily routine, they squeal with delight when they are sat in a high chair in anticipation of the food they are about to receive. Children are able to fully participate because the activities are personalised and fully adapted to meet their needs.

Babies kick, crawl, reach, grasp and hold objects, they explore as they reach interesting things just put out of their reach. They show delight in their achievement of standing, pulling themselves up and holding onto the childminders hands and bounce on their feet in excitement. Babies notice each other and move closer to explore their toes or hands. The childminder is very aware of how babies moods and behaviour changes, as they get tired she responds immediately and plans time to do massage sessions to make them feel nurtured and promote their sense of well being. There are an abundance of different toys and resources offered for babies to suck, pull, squeeze, and held to develop their fine motor skills. For all children she plans purposeful activity and opportunities for learning building on what they can all ready do. For example, the topic all about me progresses over four weeks to my environment. Linked to this topic the childminder offers children the opportunity to play in a home role play area, to take part in a treasure hunt exploring indoors and outdoors for clues, den building and the material to make an all about me jigsaw puzzle. They look at a time line comparison and look at photographs of what they look like now and how they used to look as a baby.

Close and caring relationships are very evident between the childminder and the children in her care. The children are very settled, eager to play and are full of enthusiasm. Investigating toys that have flaps, buttons and cogs to turn. They are becoming very vocal and communicate in various ways crying, shouting, babbling, cooing making eye contact and squealing with delight. Showing they are developing good skills for the future. Children adopt healthy lifestyles as the childminder takes positive steps to prevent the spread of infection by keeping the premises very clean, wearing gloves when changing nappies and regular sterilisation of toys and equipment. Children are encouraged to be active and understand the benefits of physical activity. For example, daily they access outdoors. However, although the outdoor play area offers children the freedom to explore, use their senses and be physically active it is not sufficiently well planned to give them opportunities to explore the six areas of learning in different ways from indoors.

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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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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