

Inspection report for early years provision

Unique reference number	EY258049
Inspection date	17/09/2009
Inspector	Helen Blackburn
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 2003. She lives with her husband, adult son and 13-year-old son close to Barnsley town centre, with access to local shops, parks, schools and public transport links. The whole of the ground floor of childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a budgie as a pet.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years old up to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in this age group.

The childminder takes and collects children from the local school and nursery and she attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good relationships with the children, she knows them well and she meets their individual needs, promoting their welfare and learning. The children have a positive approach to their learning and they enthusiastically take part in a wide range of activities. Overall, the childminder's documentation, including written policies and procedures, contributes to the safe and efficient management of the setting, although some lack detail and others are disorganised. Partnerships with parents are good and the childminder understands the importance of working with others involved in children's learning and care. The children behave appropriately and through some activities and experiences, the children are learning about diversity and difference. The childminder's good self-evaluation processes demonstrate the childminder's commitment to improve her service and outcomes for children.

What steps need to be taken to improve provision further?

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

- increase knowledge and understanding of different cultures so that children learn about all aspects of diversity
- continue to explore ways to share relevant information with other settings where children receive education and care to promote continuity and coherence in children's learning
- ensure risk assessment records for outings and children's attendance are organised and clear.

The effectiveness of leadership and management of the early years provision

The childminder has good arrangements in place for promoting and safeguarding children's welfare. The environment for children is safe and secure. The childminder supervises the children well and she regularly checks the premises, equipment and resources to ensure there are no hazards, therefore, minimising the risk of accidents. She manages this through completing risk assessments within the home and on all outings. However, the childminder's risk assessment record for outings is unclear to the type of outing undertaken. The childminder has a good understanding of her responsibilities in protecting children from harm. She has attended training and she refers to all relevant child protection legislation, to ensure she acts appropriately if she has any concerns about children in her care. The procedures she follows are clearly outlined in her written safeguarding children policy. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises any visitors to the home to ensure children are safe and protected from harm. The childminder maintains a good range of documentation, policies and procedures, which contributes to the safe and efficient management of the setting. However, although the childminder records children's attendance, her system for this is disorganised.

The childminder evaluates and monitors her service well through her self-evaluation processes and by reflecting on her practice. She has a realistic view of what she does well and she clearly identifies areas for development. These improvements support and reflect the individual needs of the children attending and their families. When evaluating her service, she welcomes any comments from parents, children and the local authority. In addition, the childminder enhances her practice, promoting children's welfare, learning and development by seeking new ideas through attending training, liaising with other providers and by reading early years publications. The childminder demonstrates her commitment in striving to bring about continual improvement by successfully addressing the recommendations made at the last inspection. For example, by developing her medication records and consents, she promotes children's health and well-being.

The childminder has good relationships with parents. Through good and regular communication, they work well together to promote continuity for children. Parents receive a good range of policies and procedures, so that they fully understand the service provided for children. The parents are encouraged to contribute to their child's progress and assessment record by sharing their observations, child's abilities and achievements. By working in partnership with parents, the childminder knows the children well, which means she meets their individual needs. The parents provide positive comments about the childminder and her practice. For example, they praise her for supporting children to be polite and for helping their children to progress through fun activities. The childminder has begun to build up positive relationships with the local school and nursery. However, these relationships are in the early stages and not fully effective in sharing information about individual children's learning experiences, so that she can promote continuity and coherence in children's learning. In addition, the childminder understands the

importance of working with other professionals, agencies and parents if children need additional support and help.

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

The childminder has a good understanding of the learning and development and welfare requirements, which contributes to her promoting children's welfare and learning. She has good relationships with the children and they respond well to her, for example, they interact with her and laugh and smile during play. Through observation, assessment, planning and knowing children well, she supports children in making good progress in their learning. The childminder uses her observations to identify and plan children's learning priorities and she is beginning to match her observations to the early learning goals. The childminder plans and provides children with a wide range of activities and experiences across most areas of learning. This results in children being enthusiastic and interested in what they do. For example, children enjoying decorating their buns, they show creativity designing their party hats, they concentrate well when completing jigsaw puzzles and they learn about simple number concepts when they count money when buying bread at the shop. The childminder organises the learning environment and resources, so that children can make independent choices in their play, both indoors and outdoors. In addition, she makes good use of resources within the local community to extend children's experiences. For example, children regularly visit the local park and farm, they enjoy days out at the seaside and the children regularly attend the local parent and toddler group. In addition, the childminder involves the children in recycling, so that they learn about caring for their environment and not wasting resources.

The childminder is friendly and she provides a safe and welcoming environment, which provides continuity and security for children. This results in children being happy, secure and settled in her care. Through play, discussions and activities, the children learn about the importance of keeping themselves safe. For example, they learn about road safety on outings, they practice what to do if the smoke alarm sounds and children are reminded of the dangers of running indoors. The children are developing a good understanding of adopting healthy personal hygiene practices. For example, children wash their hands at appropriate times throughout the day, such as before baking, explaining that they have germs on their hands, so they need to clean them. The childminder provides children with a healthy and nutritious range of snacks and meals. Lunch is buffet style, with children being able to make choices from a variety of options, such as chopped vegetables, fruit, salad, pasta, meats, bread and cheese. In addition, through activities such as growing their own tomatoes and helping to find different fruits and vegetables at the supermarket, the children are learning about the benefits of making healthy choices. The children have good opportunities to be active and to take part in a varied range of physical activities to support their physical development. For example, they play in the garden, negotiate equipment and apparatus at the park and play with bats and balls, all contributing to developing children's balance and coordination. Through activities, such as baking and decorating buns, children develop their hand-eye coordination as they spread icing, mix, pour and beat

ingredients.

The children's behaviour is appropriate for their ages and stages of development. The childminder establishes consistent routines and boundaries, so that the children know what is expected of them, such as not hurting others. Through explaining why certain behaviour is unacceptable and praising what the children do well, the children learn about right and wrong. Through positive praise, celebrating children's achievements and valuing what children have to say, children have a positive self-image and good self-esteem. The children are developing an understanding of diversity and difference. For example, the childminder has some resources that represent the different groups of people living in society, the children talk about differences and the childminder challenges negative behaviour, such as discrimination and racism. However, the childminder's lack of knowledge and understanding of different cultures and traditions means that not all aspects of diversity are sufficiently promoted. Overall, the childminder supports children in developing an understanding of the wider world and the importance of respecting all people in society.

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	2

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	2
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	2
The effectiveness of partnerships	3
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	3
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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