

Inspection report for early years provision

Unique reference number	EY276698
Inspection date	23/09/2009
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 has been registered since 2004. She lives with her husband and adult son; the family live on an established residential housing estate, in Handsworth which is situated in Sheffield. The ground floor of the property is used for childminding with access to toilet facilities on the first floor. The children have access to a secure outdoor play area. The premises are accessible for people with limited mobility. Care is offered Monday to Sunday all year round. The family have two cats, a hamster and a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five years. The childminder frequently cares for her grandchildren. She also offers care to three children aged over five years to 11 years. This provision is registered by Ofsted 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her time very well to focus on the needs of each child. Everyone is warmly welcomed and every child is treated as unique. Consistent positive interactions enable children to feel secure and help them make satisfactory progress in their learning. However, observation records are not used rigorously enough to monitor children's progress or to plan challenging activities. The implementation of good quality policies and procedures ensure the very safe management of the provision to promote children's welfare, learning and development. The childminder is very motivated to improve her practice and has begun to use the Ofsted style self-evaluation form. However, the use of this is very much in its infancy.

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 skills required to use observations to plan next steps in children's learning, with clear systems to monitor starting points and overall progress
- develop the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice.

The effectiveness of leadership and management of the early years provision

A systematic approach to safeguarding protects children and reassures parents. The childminder is very clear about her role and responsibilities with regards to

child protection matters. She recognises that this is her first priority and is vigilant, aware of the possible signs of abuse and the appropriate procedures to follow. She ensures her practice is under-pinned by up-to-date knowledge by attending regular training courses related to child protection. Clear comprehensive policies, procedures and practices are in place to ensure children's safety. Visitors to the setting are never left alone with children and all adults residing on the premises are vetted. Space is used effectively to create a child friendly environment in which children can move around freely and safely. Comprehensive risk assessments are conducted and positive action is taken to manage or eliminate risks. Children use an abundance of good quality resources including every day items to support the enjoyable activities they are offered daily.

A welcoming atmosphere and the very approachable manner of the childminder helps to create effective communication with parents. They receive an abundance of information regarding the service offered and each day time is spent talking to parents to share information about their child's day. The childminder is keen to ensure that parents are valued, that they feel welcome and that they are fully consulted about their children's care and education. Parental questionnaires are issued regularly to gather important information about their views, about their child's progress, care and the service she offers. Therefore, the childminder actively works with parents to encourage them to contribute their child's learning at the setting. The childminder has begun to reflect on the quality of her practice and assess what difference she can make to children's outcomes. However, although she knows her strengths and recognises the weaker areas she has not yet got in place a system to help her take those steps forward to ensure continual improvement that will improve the quality of the provision for all children.

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

The childminder has good knowledge about how children learn and child development. She is beginning to implement the Early Years Foundation Stage appropriately and ensures children's natural curiosity is promoted as they explore and take the initiative in their learning. Children are making satisfactory progress in their learning and are eager to get involved in the activities on offer. This is because the childminder knows the children very well and structures the day around their enjoyment. However, observations and planning of the children's personalised learning journey is very much in its infancy. Assessment is acceptable but is not used rigorously to monitor children's progress and to help plan the next steps in children's learning. Therefore, the pace at which they learn is limited. Good warm and very caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers frequently positive support, praise and encouragement. This helps to build children's confidence and self-esteem.

Children are encouraged to make dens for their own personal space, are allowed time alone or encouraged to join in group activities. They tend to own personal needs very well, independently washing their hands after a painting activity. Children express themselves clearly through drawing, writing, painting, reading,

retelling stories and recalling events or special memories. They talk about their picture, 'it is a blue motorbike' 'mine is a sunshine' and recall with clarity who went to the woods and played in the snow as they look at photographs. Children are encouraged through music and dance television programmes to follow instructions and move their bodies in different ways. Babies and younger children love the wooden objects in a treasure basket and older children access a vast amount of craft mats including junk modelling to explore and engage with a wide range of media. Children have very vivid imaginations and this is stimulated well by the childminder offering appropriate props to extend children's creativity. For example, children decide the arm chair is the driving seat in a car. They use a paper plate for a steering wheel and a cardboard tube for a gear stick. They drive to the shops for food and then make a den behind the settee and say it is a cave where a bear lives. This shows children have enthusiasm for learning and are content, settled and makes some choices in the activities they engage in. Children access some toys and resources that promote positive images of diversity, using these in everyday play situations and use of activities linked to children's interests, such as Chinese New Year, are used as a way to support children's awareness of other cultures.

Children are beginning to understand boundaries, rules and limits and to understand why they exist. They are well mannered and are beginning to share and take turns. Any disagreements are dealt with swiftly and consistently. They follow house rules and show a strong sense of security and feel safe within the setting. Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning to cross the road safely. The childminder promotes children's health very well by taking a range of positive steps to encourage healthy eating and to help them understand the importance of regular exercise. Children's meals are freshly prepared using wholesome ingredients. Children are showing interest in where food comes from and intend to plant some fruit and vegetables next year and cultivate them. Children freely access outdoors to play with a variety of toys to move with control, using their bodies in different ways practising new and existing skills as they kick and catch balls, propel themselves on ride on toys and climb and slide on larger apparatus. Children are overall developing the skills they need in order to make positive progress in their learning.

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?	3
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	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	3
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	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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