

Inspection report for early years provision

Unique reference number	EY303726
Inspection date	27/10/2009
Inspector	Hilary Mary Mckenning
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 2005. She lives with her family in Cudworth near Barnsley. The lounge, kitchen and conservatory, on the ground floor and bathroom facilities on the first floor are used for childminding. There is a fully enclosed garden for outside play at the rear of the house. There are several steps to access the home both at the front and rear. The family has four dogs, one cat and a rabbit. Care is offered Monday to Friday throughout the year.

The childminder is registered to care for six children at any one time and there are currently nine children attending. She is registered on the Early Years Register and 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.

Children are confident and show a strong sense of belonging as they are made welcome and included by the childminder who supports them to make a positive contribution to their own development. The learning environment is accessible to all children allowing them to freely choose activities and learning opportunities help children make good progress and discover new skills within a safe, well-organised environment. Observations identify the next steps in children's learning and development. However, this is not taken into account within the planning of activities.

Partnership with parents is very effective in promoting children's individual welfare and inclusive practice is successfully encouraged. The childminder recognises the value of continuous improvement and is developing a system to monitor and evaluate the service she offers.

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 observations to plan and provide experiences which are personalised to meet the next steps of individual children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good. The childminder has a beneficial, up to date knowledge of the possible signs of abuse and neglect and there are clear procedures in place for identifying any child at risk of harm. Risk assessments are in place and areas requiring attention are acted on to ensure that children are kept safe. Children are cared for in a secure and well-maintained

environment. All required records and documentation is in place and stored securely. All adults in contact with children have completed the appropriate vetting process. Policies and procedures are effectively implemented which supports the operation of her childminding practice and the promotion of children's welfare.

Children are introduced to safety and how to keep themselves safe as the childminder involves children in safety discussions. Records show that children also take part in regular fire drills and children readily explain the different routes they would take depending on the area of the home where the fire was located. The childminder has started to evaluate her practice and identify strengths and weaknesses in order to ensure further improvement. The childminder organises space and resources well allowing children easy access when selecting activities and resources.

The childminder is developing a good knowledge of the Early Years Foundation Stage framework. She is beginning to make observations of children's achievements and identifying the next steps in their learning. However, this is not used to inform planning to meet the needs of individual children. Children and parents are warmly welcomed into the setting. The childminder knows the children in her care very well and liaises closely with parents therefore children's welfare needs are met effectively. She regularly shares information with parents to keep them up to date about the care of their children. This information ensures children are fully supported and that parents are involved in their child's learning and development.

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

Children's welfare, learning and development is promoted well by the organised and flexible approach of the childminder. She provides activities using a wide variety of resources to meet individual children's interests. Records of children's assessments and photographs, evidence her approach to enhancing all aspects of children's care, learning and development. These are shared regularly with parents and their contributions are encouraged and welcomed. The childminder has a positive relationship with the children's parents and other provides. She is aware of the topics planned for and provides experiences to compliment these areas.

Children are encouraged to learn the importance of personal hygiene through good practice and daily routines. There are procedures in place for when children become ill which include all required permissions and the appropriate recording of any accidents. Children are developing an understanding of healthy eating as they discuss menus and grow various fruit and vegetables, which they then include in their snacks and meals. Older children recall how this year's crop of tomatoes was not as good as in previous years.

Children access to a wide range of activities to encourage their independence. The children are able to initiate and develop play that interests them. For example, children actively become involved in creating Halloween lanterns using a variety of glittery glue and different textured papers. They solve problems, as they work out

different size paper they need in order to cover the cut out patterns in the lanterns and how to connect the pieces of the witch mobile.

Children make a positive contribution and are involved in all areas of play. Children are well behaved and encouraged to share, be kind and have mutual respect for others. Older children eagerly engage with very young children as they giggle together when playing a game of hide and seek. Children have regular opportunities to enjoy the outdoors and confidently explore the immediate environment with interest. Children access a wide variety of resources and experiences where they can learn about themselves and explore differences. Interest in the local community is promoted well through regular outings and visits to local shops and parks. They proudly show the bonfire display they created using leaves and twigs they gathered when out walking the dog.

Very close warm, caring relationships are evident as children are relaxed, settled and are very confident to explore. The childminder interacts enthusiastically, engaging with children in activities. They enjoy their time together and look forward to playing games with each other. Whilst watching a slide show of a recent outing, they excitedly recall when they all went to the seaside and how they found several crabs as the tide went out. They giggle as they remember getting wet whilst paddling in the sea. Children's future economic well-being is fostered through a positive relationship with the childminder and good support and praise from her.

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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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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