

## Inspection report for early years provision

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<b>Unique reference number</b>	EY331980
<b>Inspection date</b>	10/03/2010
<b>Inspector</b>	Hilary Mary Mckenning
<b>Type of setting</b>	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 registered in 2006. She lives with her husband, adult daughter and daughters aged six and three, in a small village near Barnsley. Children access the whole of the ground floor, which includes bathroom facilities. There is a fully enclosed area for outdoor play. The family has a cat and two dogs.

The childminder may care for a maximum of four children at any one time, and is currently caring for seven children on a part-time basis. She is registered on the Early Years Register and both parts of the Childcare Register.

The childminder takes and collects children from the local school. She meets regularly with other local childminders and is a member of the National Childminding Association and the local sponsored network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are very 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. Learning opportunities help children make good progress; however, links to share information about their progress in their learning with others providing the Early Years Foundation Stage are not yet fully established.

The children access a wide variety of resources and experiences where they can learn about themselves and discover new skills within a safe, well-organised environment. The childminder regularly consults with parents about their children's routines and interests in order to meet their individual needs, and the children are all treated with equal concern. Most of the required documentation is in place and maintained appropriately. The childminder recognises the value of continuous improvement and there is a system in place which the childminder uses 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:

- ensure permissions are in place for all children
- further develop systems to share information about children's progress with settings providing for children in the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

Arrangements regarding safeguarding are good as the childminder has a clear understanding of her role in keeping children safe. There is a selection of policies and procedures, which contribute to the operation of her childminding practice. Most documentation is in place and stored securely, although some permission forms are not in place for all children. All adults in contact with the children have completed the appropriate vetting process. A wealth of policies and procedures support the childminding service and provide a clear sense of direction, enhancing the care and learning of children.

The children are cared for in a secure, clean, well-maintained and well-supervised environment. Safe and suitable toys and resources that stimulate and challenge are easily accessible. Rigorous risk assessments are completed for both the premises and any outings to monitor safety practice, and the childminder is extremely clear in safeguarding children. Procedures are in place for when children become ill, along with detailed recordings for accidents and the administering of any medication. The children follow good hygiene routines that are effective in reducing the risk of cross-infection, helping to keep children safe and promoting a good understanding of healthy eating. The children enjoy a healthy, well-balanced range of meals and snacks that meet the children's individual dietary needs. They are involved in planning the menu, offering choices and encouraging children to try new and different textures of foods.

The 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 the children's welfare needs are met effectively. She clearly recognizes areas for improvement and ways to involve parents in the process; for example, she monitors and evaluates her service through the use of the self-evaluation form and parents questionnaires. Parents are given a copy of all policies and procedures as well as any updated versions which ensure they are kept informed about their children's care. Parents also receive information through a communication book and engage in daily verbal feedback. Parents particularly comment on how they like the social aspects the children are involved with, such as, toddler groups and how very happy and content the children are within the setting.

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

The childminder has a broad knowledge of the Early Years Foundation Stage framework and makes effective use of children's assessments when planning activities. There is an effective system in place to monitor and evaluate the children's progress relative to their starting points. The children's achievements and photographic evidence are shared regularly with parents and their contributions are encouraged and welcomed. The childminder has positive relationships with the children's parents and other providers. She is aware of the topics planned for and provides experiences to complement and build on these

areas. However, the sharing of children's assessment records has yet to be established to ensure the continuity of their learning and development.

The children are cared for in clean and well-maintained premises. They are introduced to safety and how to keep safe as the childminder involves them in regular fire drills and safety discussions, particularly road safety when walking to and from school. The 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 play areas. They access a wide range of resources that reflect positive images of diversity, effectively helping children to understand about the community they live in and the wider world. The children's future economic well-being is fostered through a positive relationship with the childminder, and good support and praise from her.

The children make their own choices about their play from a wide range of resources that cover all areas of learning, developing their independence and self-confidence. The children make a positive contribution and are involved in all areas of play. The children are encouraged to share, be kind and have mutual respect for others. They play a computer game together and giggle as they make the pirates climb the pole and rock the boat on the water. They join in singing rhymes and help each other complete a favourite jigsaw. The children proudly demonstrate how they can hop from one foot to the other. The children have regular opportunities to enjoy the outdoors and confidently explore the immediate environment with interest.

The childminder interacts enthusiastically, engaging with children in activities. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy, such as, construction and creative activities. The childminder uses her knowledge of the Early Years Foundation Stage to plan for individuals to ensure each child receives a suitably challenging range of learning experiences. As a result, the children are making good progress in their learning in relation to their starting points.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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