

Inspection report for early years provision

Unique reference number	300464
Inspection date	21/10/2009
Inspector	Yvonne Victoria Facey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1998. She lives with her husband and their two sons in Sheffield. The family home is within reach of bus and tram routes and local schools. The whole of the ground floor is available for childminding, and there is an enclosed garden for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time. She currently provides care for seven children, of which six are in the early years age group. The childminder is a member of the National Childminding Association and is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a good range of experiences and activities, which enables them to make good progress in their learning. The childminder ensures that individual children's details are gathered, to enable her to provide a welcoming and positive environment for them. She demonstrates a good capacity to maintain continuous improvement, and is committed to improving her setting for the children in her care. The process for evaluating the setting is being further developed. Parents are happy with the service provided and links with other providers have been formed.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a strong understanding of safeguarding procedures, and is clear about her responsibilities to ensure children are kept safe. Detailed written policies and procedures are in place that support her understanding, and these are reviewed regularly to ensure that new guidance and requirements are included. There are clear and detailed risk assessments to ensure any potential hazards to children are identified and managed. There are clear systems in place to promote children's good health and well-being. For example, permission to seek emergency medical treatment, accident recording and a current first aid certificate. The childminder ensures children are well supervised at all times and security is maintained, so children can not leave the premises unsupervised. Children are well behaved, and the childminder helps them to develop an understanding of the

importance of good behaviour to keep themselves and others safe. Space and play resources are organised effectively to meet children's needs. For instance, the childminder sets out resources for children that they are interested in, and they are able to choose from a good variety of equipment provided.

The childminder shares good quality information with parents and they are well informed regarding their children's care and learning. Children's progress files are shared with parents and they are encouraged to be involved with their children's learning. Parents views about the service are sought through discussions and questionnaires provided by the childminder. They comment about the good progress their children are making, how well children are taught to keep themselves healthy and the safe environment the childminder provides. The childminder has a very positive attitude towards improving her service, and engages in training and discussions with other childminders to update her knowledge and understanding of childcare practices to improve the quality of care and learning for children. However, the childminder acknowledges that the overall process of the self-evaluation is not clear enough to identify all her strengths and priorities for development.

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

The childminder fully supports children's learning and development and ensures activities and resources meet their interests. For example, she knows the children in her care very well and makes sound assessments of their learning needs. She uses observations to plan stimulating activities that help them to make good progress towards the early learning goals. She uses all her knowledge and the Early Years Foundation Stage guidance to ensure children are progressing in all areas and to identify any gaps in children's learning. Links with other providers are encouraged to ensure continuity of care and learning. For example, the childminder discusses children's development with nursery and incorporates activities that children enjoy in her own setting

There is a good balance of child and adult initiated play. Children are confident with the childminder, and are able to express their needs and to ask for support in their learning when needed. They demonstrate a positive attitude to learn new skills and are eager to make their own choices and share ideas. The childminder respects and values children as individuals and she seeks information from parents regarding children's individual needs. She ensures that children are able to learn about their own cultures as well of others, in order for them to understand difference and similarities and the wider world. Children are beginning to find out about past and present events in their own lives. For example, children enjoy looking at past photographs and remembering places they visited and their friends.

The childminder teaches children about keeping themselves safe through discussions of road safety, and maintaining their own safety through regular practises of the emergency evacuation procedures and to be aware of any possible hazards in their environment. Children feel safe as the childminder supervises them well and ensures that the organisation of her service takes into account their needs

and requirements of registration. Opportunities are promoted for children to develop a good understanding of healthy lifestyles and the benefits of physical activities. The childminder ensures that children are developing good skills for the future through the activities she provides to develop their skills, such as literacy, numeracy and information and communication technology skills. For instance, children are beginning to count, match and understand how things work. Children's communication and language are developing well. They are beginning to recognise that letters have sounds and are able to link this to letters of their name. They enjoy books and stories, music and dancing that supports their creative and communication skills.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----