

Inspection report for early years provision

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Inspection date 14/10/2009
Inspector Lynn Rodgers

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2001. She lives in a semi-detached house in a suburb of Rotherham. The whole of the ground floor of the childminder's house, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children under eight years, at any one time, and is currently minding five children, of whom three are in the early years age group. The childminder walks or drives to local schools to take and collect children. The family has a dog, a cat and some fish, as pets. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates an understanding of her strengths and areas for development, which contributes to the ongoing improvement of the service. However, there are some areas for improvement relating to documentation and the planning of children's activities. All children are valued and welcomed into the setting and the childminder ensures she respects both parents' and children's wishes. The childminder has met the recommendations raised at the last inspection and has a positive attitude towards continuous improvement. She does this through talking to parents and the children, acting upon any suggestions and requests, and looking at how she puts her methods into practice.

What steps need to be taken to improve provision further?

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

- ensure the times of children's attendances are clearly recorded
- update the complaints policy to include Ofsted's address and share this information with parents
- keep a clear record of hazards when carrying out risk assessments and details of the action taken
- further develop planning to clearly show how children are working towards the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory awareness of the importance of safeguarding children. She has recently completed relevant training, demonstrates an understanding of the policy and procedures and the signs and symptoms to be mindful of. There is a suitable system in place for keeping a record of any concerns

and the childminder has verbally informed parents of her duty to report any concerns. There is a system for carrying out risk assessments, consisting of a daily check list, written procedures, but there is no record of any hazards found or any possible action taken. Most relevant documentation is in place with some exceptions. The childminder has made some effort to complete the self-evaluation document and intends to submit this on line. She embeds ambition through addressing all previous recommendations and continues to develop her systems and planning as a way to improve her service.

Resources are effectively used and all children are able to access all toys and equipment easily and safely. The childminder rotates toys daily and children know they can choose or alter activities themselves. She presents them to children in an appealing way and makes sure they are fit for purpose and age-appropriate. They are all in good condition and meet children's individual needs. The childminder promotes diversity positively by helping children feel they belong. She treats them as part of the family, with equal concern, and recognises their individuality and differences. The childminder uses the information about the children to plan their day and respects their wishes. Children and parents are welcomed; the childminder talks openly and honestly, and discusses each day what is done and any issues raised. The children are encouraged to share, take turns and be responsible for their own actions. Their wishes are listened to; they are given choices and alternatives and the childminder focuses on the positive, not the negative, with regard to behaviour management.

Partnerships with parents and children are established and further developed through daily feedback and communication. The childminder is beginning to develop relationships with other carers and the local school, by means of sharing information that is relevant and passing on any information to parents. Children's information is recorded, the daily register is available, and the childminder has relevant insurance and first aid documentation. The childminder has a positive attitude to personal development and attends relevant training whenever possible. Parents receive due notice of any outings and any other issues and receive any new legislation and leaflets that are pertinent to the setting. The premises are suitable and well maintained, and organised for children to be able to move around and be comfortable.

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

The childminder promotes children's welfare and learning through providing a safe, secure environment. She is beginning to plan suitable activities and intends to further develop this to clearly show how children are working towards the six areas of learning. However, there is no evidence of the children's next steps. There is a formal system for assessing and observing the children to help the childminder plan for each child's care and learning. She notes their starting points, what they like and uses their interests to provide a varied range of activities. There is a good selection of toys and resources available to the children, stored at their height and easily accessible. The childminder is beginning to monitor children's progress through observations and assessments. Children respond to each other and the

childminder and behave well. They know the rules of the house and what is expected of them, share, take turns and show respect.

Children are actively encouraged to mark make, access board games and construction. Outdoor play is available each session and they also go for walks and visit the local environment. Children's creativity is fostered through different types of media, such as painting, drawing and role play. They have discussions about other countries and cultures, read stories, and look at posters and books. They are encouraged to try other foods and take part in growing and planting activities. The children are articulate, friendly and confident. The childminder encourages children's problem solving skills through activities that make them think for themselves and work out how things happen. Children are eager to learn, want to achieve, and are taking an interest in the wider world through appropriate activities.

The childminder helps children to feel safe by talking about stranger danger, road safety measures, and the dangers both in and outdoors. House rules apply and the children are good at telling the childminder when something is broken or dangerous. The childminder ensures all toys and resources are suitable and in good condition, and has the required safety measures in place. Children are encouraged to adopt a healthy lifestyle by eating nutritious foods that are good for us and accessing fresh air and exercise. The childminder supports the five-a-day healthy eating programme and provides children with a varied menu. Their dietary and religious requirements are recorded and met, and they are given choices about what they eat. There are systems in place for children to rest and for their overall comfort.

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?	3
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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
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

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