

Inspection report for early years provision

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Inspection date	19/10/2009
Inspector	Yvonne Victoria Facey
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.

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 2003. She lives with her husband and two children in Sheffield. The ground floor of the home is used mainly for childminding. There is a secure garden to the rear of the house for outdoor play. The family have a pet dog. The childminder is registered to provide care for a maximum of six children under eight years and currently cares for four children in the early years age range. The childminder also offers care for children from five to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and a member of the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a strong capacity to maintain continuous improvement and is committed to improving her service for all children in her care. The recommendation from the previous inspection have been successfully explored and the childminder continues to improve this area to enhance children's awareness of their own cultures. She has established effective partnerships with parents and other providers, which ensures that children's individual needs are met. Children are provided with a broad range of experiences and activities, which enables them to make good progress in their learning and development. Good systems are in place to successfully promote children's safety and welfare.

What steps need to be taken to improve provision further?

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

- continue to develop children's understanding of their own cultures

The effectiveness of leadership and management of the early years provision

The childminder is well informed of safeguarding procedures which ensures that children's welfare is prioritised. Detailed risk assessments are in place for all areas and the home that children have access to and a risk assessment is made for each outing ensuring children's safety is maintained. Systems to support children's good health and well being are in place such as medication and accident records and information about children's health and dietary needs. The childminder is committed to continue to develop her knowledge through training to ensure the needs of all children are supported. The childminder has reviewed her practice and uses self-evaluation to identify areas for development ensuring positive outcomes for children. She attends a range of training courses that help her to improve the standard of service she provides and successfully puts what she learns into

practice. For example, she has attended 'Every child is a talker' and speech and language workshops which, has used in practice with children in her care to identify and support children with communication issues.

The childminder develops good links with other settings children attend and any agencies that support children's individual needs. For example, she has worked closely with the speech therapist to support a child with communication issues. She discusses with parents at the beginning of the placement any other services their children are involved with, so she can give continuity of care and learning. Parents are happy with the service provided for their children and comment on the childminder's positive and caring attitude and the good information she provides to support their children's learning. She has established good relationships with the parents and keeps them fully informed about their children's learning and development through daily verbal feedback and shares the observations on their children's achievements. The childminder has a comprehensive range of policies and procedures to support her good practice. These are shared with parents when they first begin a placement, which ensures they are fully informed about the service provided, including the Early Years Foundation Stage Framework.

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

The childminder ensures there are planned and purposeful activities provided for children, which results in children making good progress towards the early learning goals. Observations of children's learning and achievements are made to ensure children are learning to their full potential. The childminder supports children's individual learning well and is able to recognise any areas where children may need extra support. She acknowledges that there are different learning styles for boys and girls and has begun to implement the differences in her planning to enhance children's individual learning. Children are beginning to understand difference and similarities through discussions of the wider world. However, more focus on children's own cultures and beliefs are being improved. Children demonstrate how they feel safe and confident within their environment and with the childminder. They freely move outdoors and indoors spontaneously and the childminder supervises them well, giving them space to freely explore and take suitable risk within their play.

Children make healthy choices about what they eat and drink and understand that some foods are good for them and some may not be. They are learning about healthy lifestyles through their everyday play and discussions with the childminder. For example, when playing with dried pasta they say 'you have to pretend, don't eat it really because it's not cooked.' There are a wide variety of activities available for children which they enjoy. They go on outings such as the visits to the farm and seaside. Indoor and outdoor play activities are an integral part of the childminding day, which children thoroughly enjoy and their learning is enhanced. They enjoy physical activities such as visits to soft play areas, the trampoline in the back garden and yoga.

There is a calm and relaxed atmosphere within the childminders home. Children

behave very well and understand the realistic boundaries set. For example, children tell each other not to throw toys because they will break and they will hurt each other.

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	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

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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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