

Inspection report for early years provision

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Inspection date	08/10/2009
Inspector	Helen Blackburn
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 was registered in 2002. She lives with her husband, daughter and son in the Darton area of Barnsley, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a cat as a pet.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years old to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in this age group.

The childminder takes and collects children from the local school and nursery. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and child orientated learning environment that offers children a good range of experiences and activities to support their learning and progress. Overall, the childminder's documentation, policies and procedures outline the service provided and contributes to the safe and efficient management of the setting, although some lack detail. The childminder has good relationships with the children and parents and she works well with others involved in children's learning and care. The children's behaviour is good, they understand what is expected of them and they have a positive attitude towards their learning. The childminder's commitment to developing her service and practice is good and she has several systems in place to support this.

What steps need to be taken to improve provision further?

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

- monitor and review planning systems to ensure children receive a balance of experiences across all areas of learning
- develop the risk assessment record so that it clearly shows the date of review and any action taken following a review or incident.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. The childminder maintains a wide range of documentation, policies and procedures, which contributes to

safeguarding and promoting children's welfare. To contribute to keeping children safe, the childminder carries out regular safety checks and monthly risk assessments of the environment, equipment and resources. This includes carrying out a risk assessment before embarking on any outings with the children. She maintains a record of all these checks, however the record lacks clarity in regard to demonstrating the date of review and action taken following a review. The childminder has accessed some child protection training and this contributes to her having a good understanding of her responsibilities in protecting children from harm. This is outlined in her written child protection policy, which she shares with parents so everyone is clear about the procedures she would follow, if she has any concerns about a child. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises any visitors to the home to ensure children are safe and protected at all times.

The childminder regularly evaluates her service and practice, so that she can identify areas where she can make improvements, such as introducing a vegetable patch in the garden. This demonstrates her motivation and commitment to bringing about positive change that promotes good outcomes for children. For example, following the introduction of the Early Years Foundation Stage (EYFS), the childminder developed the learning environment by creating a child-orientated space in her conservatory, providing more resources and opportunities for children to make their own choices in play. In addition, she use parental questionnaires and has regular discussions with the children and parents, to seek their views and ideas on any areas they wish to see improved. Through accessing training and reading early years publications, the childminder is exploring different opportunities to extend her knowledge, skills and experiences, contributing to promoting ongoing professional development. The childminder has addressed all the recommendations made at the last inspection. For example, through displaying menus, planning and other documentation around the home, parents are fully aware of their child's day and experiences.

The childminder works well with the parents, they regularly share and exchange information, which contributes to promoting continuity for children. The childminder encourages parents to look at their child's progress and assessment record and she continues to try new ways to enhance parental involvement in their child's learning. This effective communication and information sharing means the childminder knows the children well, which means she recognises and meets their individual needs. The childminder understands the importance of working with others involved in children's learning, such as school and nursery. She incorporates into her planning the themes and topics children are discussing at school, as well as children's individual learning goals, so that she promotes continuity and coherence in children's learning. In addition, the childminder would endeavour to liaise with any other professionals or external agencies if any children in her care required additional support or help.

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

The childminder regularly refers to the EYFS framework and guidance to gain ideas, to evaluate her understanding and to identify areas she can develop, which contributes to effectively promoting children's welfare and learning. The childminder provides a welcoming, child-orientated learning environment, where children have access to a good range of resources and experiences. In addition, the childminder makes good use of resources within the local community to extend children's experiences. For example, children regularly visit the local park, they visit the library and enjoy nature walks. Resources within the home are organised, so that children can make independent choices in their play and this results in children having a positive attitude towards their learning. For example, children enjoying being creative as they make model animals, they confidently sound and recognise letters in their names, they enthusiastically talk about their recent visit to the local fire station and they concentrate well when completing jigsaw puzzles. The childminder is actively involved in children's play and she uses this time to support and challenge children's learning. For example, she asks children open-ended questions so that children become active learners. This results in good relationships between the childminder and children. She carries out regular observations on the children, which means she knows them well. The childminder matches her observations to the expectations of the early learning goals and uses this information to identify children's learning priorities. The childminder then plans appropriate activities so that children's learning is progressive, although this is generally in the priority area identified. However, systems for linking assessment and observation to planning are still evolving and planning lacks some evaluation and monitoring to ensure children receive a balance of experiences across all the areas of learning.

The childminder is friendly, she provides a safe, clean and welcoming environment, which provides continuity for children. Therefore, children are happy, secure and settled in her care, often remaining in her care for many years. This security, alongside positive and trusting relationships with the childminder contributes to children feeling safe. Through play, discussions and activities, the children are developing a good understanding of how to keep themselves safe. For example, children confidently explain why they need to wear seat belts when travelling in the car and they explain how they cross the roads safely when on outings. Through everyday routines, the children are learning about the importance of being healthy. For example, they learn about good personal hygiene practices, through routines, such as hand washing and discussions about germs making them ill. The childminder provides a wide and nutritious range of meals and snacks for children, which contributes to children developing a good understanding of the benefits of healthy eating. In addition, children have good opportunities to be active. They regularly take part in physical activities, for example, children excitedly talk about their adventures on the bouncy castle and water slide. In addition, through activities, such as painting, cutting, building and constructing, children develop dexterity and coordination.

The children's behaviour is good, they know what is expected of them because the

childminder provides a good role model and consistent routines and boundaries. Through play and activities, the children are encouraged to have good relationships with their peers, they learn about sharing, taking turns, right and wrong and respect for others. Through positive praise, celebrating children's achievements and valuing what children have to say, children have a positive self-image and good self-esteem. The children are developing a good understanding of diversity and difference as they experience an inclusive environment. For example, children talk about differences, celebrate festivals and access resources that provide positive images of the community and wider world in which they live. This contributes to children developing a positive attitude and respect towards all people in society. In addition, by visiting the local recycling centre and discussing subjects, such as saving water and not leaving litter, the children are learning about caring for their environment.

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

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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