

Inspection report for early years provision

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Inspection date	09/10/2009
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.

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Description of the childminding

The childminder has been registered since 1999. She lives with her husband and their two year old daughter. The family has two dogs. They live in a house in Sheffield. The local school is close by as is the local shopping centre and the city centre. Children have access to all the ground floor area, with bathroom facilities on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of five 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 on 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 provides a warm and welcoming learning environment, where she efficiently organises her resources for children. Systems are in place to promote children's welfare, including clear policies and procedures to keep children safe. Children make good progress in their learning and development and the partnerships with parents and other carers enhance children's learning. Planning for improvement and the process of the childminder's self-evaluation are developing well and show a good capacity to maintain continuous improvement. However, there are gaps in some areas of the overall evaluation of strengths and areas for improvement to be addressed.

What steps need to be taken to improve provision further?

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

- continue to improve planning for individual children taking into consideration boys' and girls' learning
- continue to develop self-evaluation to identify all strengths and priorities for development that will enhance the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities to safeguarding children. There are clear policies and procedures in place and the childminder has recently attended relevant safeguarding training to ensure any welfare concerns are responded to appropriately. All required information regarding children's welfare is maintained. This includes records of accidents, existing injuries and the

administration of medication. Risk assessments are completed for all areas of the premises that children have access to and for every outing they take part in. This ensures that children are kept safe at all times. The learning environment both indoors and outdoors is well planned and child orientated. Children have free access to resources and they can explore their environment.

Parents are provided with good quality information about the setting. For example, parents have access to the policies and procedures of the setting and are informed of their children's achievements and progress. There is a good process to evaluate the service which includes the childminder's own view of her service and those of parents and children. However, there are gaps in some areas of the overall evaluation of strengths and areas for improvement that are to be addressed. Parent and children questionnaires are completed and the childminder uses this information to improve the service she provides. For example, she has introduced signing with the children and assessed how she encourages children to develop their relationships with each other. The childminder has a good understanding of the importance of developing links with other outside agencies and other early years providers to ensure the continuity of care and learning. For example, the childminder has discussions with the nursery regarding children's development and how she can enhance children's learning.

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

The childminder ensures there is a planned and purposeful play environment where children are making good progress towards the early learning goals. Clear observations are made to ensure children are learning to the best of their abilities. The childminder supports children's individual learning well and is able to recognise any gaps or areas where children may need extra support. She acknowledges that there are different learning styles for boys and girls, but this is not strong enough to influence the planning of activities for children. Children are developing skills for the future in a number of ways because the childminder is offering a good range of resources and experiences. For example, they talk about pounds and pennies when role-playing shops and explore how to use the microphone at the side of the till. They are active, inquisitive and independent learners as they access their resources well. They sit alone or together with their chosen activity asking each other questions about how things work and occasionally asking the childminder for support.

Children are beginning to understand how to keep themselves safe and possible dangers in relation to their abilities. For instance, young children ask the childminder for support to get down from a chair because they say they might fall. Children are confident and they have a sense of belonging and feel safe because the childminder takes into account any issues that may make them feel unsafe. For example, in questionnaires she asks questions such as, 'What are the names of all adults here?' and, 'Who can you talk to if you feel sad?' Children behave well and have established good relationships with each other and the childminder. They are beginning to take responsibility for their own actions and cooperate and share with each other. For example, they say 'please' and 'thank you' to each during their play

and say 'sorry' without any prompts from the childminder.

Children are beginning to make healthy choices about what they eat and drink and this is reflected in their play. For example, during role play children discuss what is good for you, chocolate or bananas? They enjoy finding out about how their bodies work and childminder enhances their interest with appropriate resources. For example, 'My doctor's bag' is one of their favourite books and prompts discussion about what makes you ill. Children are inquisitive and question how and why things work in a safe environment. For instance, they discuss if the fan heater is hot or cold and children decide it is like a hair dryer. There are good opportunities for children to learn about the wider world and their own cultures; as a result, they are beginning to understand similarities and difference. For example, they discuss where people live and different religions.

There are good opportunities for children to develop their communication, language and literacy skills. They enjoy songs and rhymes and attempt to make their own up their own songs. For example, at lunchtime children sing their 'biscuit' song, attempting to rhyme the words. The childminder has introduced Makaton signing for children with communication difficulties and all children are encouraged to use. They freely choose books and sit alone or with the childminder to listen to a story. Children regularly engage in role play and young children are able to establish which characters they are going to be. For instance, as they play 'shops' they decide who is going to be the customer or the shopkeeper and feed their 'babies' with milk and take them for a walk in prams. Overall children have a wide range of experiences to develop their skills towards the early learning goals.

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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