

Inspection report for early years provision

Unique reference number	EY367931
Inspection date	28/04/2010
Inspector	Hilary Mary Mckenning
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 2008. She lives with her family in Barnsley. She works alongside another registered childminder. The conservatory, dining kitchen and bathroom facilities are used for childminding. There is a fully enclosed garden for outside play at the rear of the house.

The childminder is registered to care for six children at any one time and there are currently eight children attending on a part-time basis. She is registered on the Early Years Register and on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a calm environment where children access a variety of resources and experiences where they can learn about themselves and explore differences. The childminder completes appropriate risk assessments and children are happy, confident and learn how to keep themselves safe within the environment. The childminder is developing observation and assessments of the children's achievements. However, they do not consistently reflect the children's learning across all areas. The children are confident and are made welcome by the childminder who supports them to make a positive contribution to their own development. Most documentation is in place and the childminder is beginning to monitor and evaluate her practice in order to identify areas for future development and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further observations and assessments to include all areas of the children's learning and development
- plan appropriate activities that are linked to their early learning goals
- consider ways to involve parents in their child's learning
- further develop links with other settings delivering the Early Years Foundation Stage to include sharing information about the children's progress towards their early learning goals.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are satisfactory. The childminder has a sound understanding of her role in safeguarding children and ensures she has up-to-date knowledge of the signs and symptoms of abuse and the correct procedures to follow should any concerns arise. The children are happy and settled within familiar surroundings, which contributes to their well-being. The childminder has

started to evaluate her practice, identifying strengths, weaknesses and areas for further improvement. The childminder has recently introduced questionnaires for parents to help with this process.

Most of the required records, policies and procedures are implemented and shared with parents to promote the children's welfare. The children are introduced to safety and how to keep safe; for example, the children are involved in safety discussions and take part in regular fire evacuation drills. They are encouraged to think about road safety during their walks and learn safe practices as they use the large play equipment in the park.

The childminder has a positive relationship with children and their families. Parents receive information that includes policies, procedures and written agreements and permission forms. Each day parents receive feedback about their child's day and the activities they have enjoyed. This supports a positive and successful relationship. However, the two-way flow of information does not include information about the children's learning and development. Parents are invited to contribute what they know about their child's needs and interests in order to follow the children's routines. The childminder is developing links with other providers.

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

The children are cared for in a warm and welcoming environment. There is sufficient space available for children to move around safely and independently. The children access a variety of resources that are easily accessible and appropriate to their needs and interests. The children enjoy a variety of activities and resources such as construction activities, books, mark-making materials and role play activities. They experiment with colours and a variety of collage materials. The childminder is aware of each child's individual interests and sets out a variety of toys and activities they will enjoy, such as a selection of construction activities and accessories. The children use the large construction bricks to make a train with carriages in which they place the small animals. They show delight as the childminder reads their favourite book and joins in their favourite songs.

The childminder is developing an appropriate knowledge and understanding of the Early Years Foundation Stage framework and is beginning to make observations and assessments of the children's achievements and of what they do and enjoy. However, the observations do not consistently reflect the children's learning across all areas. The children make a positive contribution by becoming involved in all areas of play. There is the opportunity for children to explore the immediate environment with interest, building on their natural curiosity. The children enjoy opportunities to access physical activities. They walk to and from school regularly and visit the local park and play areas. The children are active and gain confidence in what they can do as they manoeuvre wheeled toys around the play area. The childminder gets to know children well and spends time playing and talking with them and ensuring they all have the opportunity to join in and have fun. The childminder communicates easily with the children, listening and speaking as they let their needs be known.

The children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children. The childminder takes advantage of training opportunities to improve her practice.

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	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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