

Inspection report for early years provision

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Inspection date	10/02/2010
Inspector	Geneen Yvonne Hulse-Brown
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 was registered in 1992 and lives with her family in a townhouse in Sheffield. Local schools, shops and parks are within walking distance.

Children have access to all ground floor rooms, including the kitchen diner, lounge and playroom, with upstairs access to the bathroom. There is a fully enclosed area to the rear of the property for outdoor play. The premises are accessible via three steps to the front door.

The childminder is registered to care for six children under the age of eight years old and is presently caring for five children in the early years age group. The childminder offers care to children up to 10 years old. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and holds a Nursery Nursing certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her good knowledge of the children in her care to plan and provide a broad range of challenging and stimulating experiences. Activities are personalised to children's individual interests, needs and abilities. The childminder actively encourages children to explore and try new activities that stimulate them to learn new skills, while widening their independence. Partnerships with parents and carers are well established to successfully meet children's individual needs, although links with other providers are less robust. The childminder uses reflective practice to identify her strengths and areas for further development. Her self-evaluation systems effectively contribute to the ongoing monitoring of her service.

What steps need to be taken to improve provision further?

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

- monitor planning, observation and assessment systems to ensure they identify the next steps in children's learning
- consider how links can be further established with other agencies and settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder's good understanding of safeguarding children ensures the successful promotion of their safety and well-being. Robust recording systems and comprehensive written policies effectively support this area of her work. She demonstrates a clear awareness of the signs and symptoms of abuse and has

accessed training to consolidate her knowledge regarding current guidance. Information systems are current, keeping parents informed of changes to practice, and are supported by clear and consistent documentation. Comprehensive written risk assessments identify and address hazards as they arise, with data recorded to inform annual reviews. Daily visual checks of the premises, both indoors and outdoors, ensure that children remain safe.

Children receive numerous opportunities to easily access a broad and fun range of good quality resources due to the well planned and organised environment. A well equipped playroom provides older children with space to make active choices and plan their own time. The childminder's home is very child-friendly, allowing children freedom to move freely between rooms as they extend their independence. Children are very curious and inquisitive as they explore and make simple risk assessments using safe and secure equipment. Quality resources are effective in promoting children's awareness of diversity and used alongside activities to help them recognise and embrace differences. The childminder has identified this as an area to extend as part of her ongoing reflection.

Parents and carers work cohesively with the childminder to broaden children's experiences and extend their learning; this is due to established strong working relationships. They are actively encouraged to contribute to children's progress records through regular discussions. Questionnaires and complimentary letters from parents about the service add to the childminder's reflective practice to enhance her provision. Children's profiles include observations, photographs and examples of their work with space for parents to add comments as they choose, effectively contributing to meeting individual children's needs. The childminder has systems in place to share information with other providers of childcare and education. However, these systems are still in their infancy.

The childminder demonstrates a strong commitment to reflective practice and monitoring the service she offers. Previous recommendations have been successfully addressed and she has completed her self-evaluation form, highlighting her strengths and areas for development. She accesses all relevant training opportunities to consolidate her knowledge and enhance her personal and professional development. The childminder's good knowledge of the Early Years Foundation Stage framework enables her to plan and provide many opportunities for children to extend their learning and development.

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

The childminder makes effective use of her knowledge of the Early Years Foundation Stage framework to successfully promote children's care, learning and all round development. She effectively responds to children's individual interests, channelling their curiosity and extending their learning. Children enjoy their time at the childminder's, making good progress towards the early learning goals in all areas of learning. They freely access a wide range of enjoyable and stimulating activities and experiences, being continually challenged in well organised surroundings. Children receive high levels of support to become active and

independent learners as they initiate play and make good choices. They are very confident and totally at home, demonstrating high levels of self-esteem as they engage with their friends and visitors alike.

Children's profiles include observations, examples of their work and photographs of them engaged in a variety of experiences. The childminder is currently reviewing her planning, assessment and observation systems to ensure they identify the next steps in the learning process, and as such are still in their infancy. All planned activities and experiences are based on children's ages and abilities. The childminder demonstrates a very good knowledge of the needs of all children in her care, establishing warm, caring and purposeful relationships that enable them to extend their confidence and independence. Children giggle with excitement as they explore cause and effect and programmable toys, pushing buttons and turning switches to get the desired response. The childminder responds well to the children's needs, changing toys to keep them interested and finding a toy computer to play with as they show curiosity in the inspector's laptop. They are very well supported to learn new skills and extend their learning as the childminder sits with them, introducing new vocabulary and making suggestions to enhance their experiences. The childminder reads familiar stories, encouraging the children to join in, repeat words and make animal noises as they look at pictures and identify animals on the farm. Children recognise themselves and others as they look at photographs in their profiles, pointing and engaging in early conversation.

Children learn to manage their own safety as part of daily routines and outings, as they begin to make simple risk assessments. They understand that they need to take care as they negotiate their way around obstacles in the home. Children are starting to practise the fire evacuation procedure and demonstrate a good understanding of road safety and how to be safe outdoors. They enjoy exploring in the garden, chattering to the family rabbit and negotiating large and small equipment with increasing care. Children's behaviour is good as they share, take turns and follow agreed and understood house rules. They babble together as they play with small world animals and cars, making sounds and recognisable words. The childminder skilfully channels their interest, using distraction as appropriate to mediate in minor squabbles. Children enthusiastically develop their imagination as they build train tracks, towers of bricks and move animals around the farm, making the appropriate noises. Children use simple problem solving skills as they match shapes for posting boxes, fit jigsaws together and carefully sit figures in cars. They are competent users of tools, developing dexterity as they explore play dough to make models and use pens and crayons to write and draw pictures in their 'a day at my childminder' book. Children enjoy many opportunities to explore their natural creativity as they paint, explore textures to make collages and build using a variety of construction materials.

Snack and meal times are social events where children sit together, developing good manners and personal skills. Their good health and well-being is positively encouraged as children enjoy healthy and nutritious snacks and meals, as the childminder plans a balanced diet for them. Children's cups are easily accessible to them as they help themselves to drinks when thirsty. They clearly demonstrate their likes and dislikes as they enjoy toast for breakfast and then find bananas for their snack. Children are developing their understanding of good hygiene practice,

following the good role model provided by their childminder. They are developing their independence as they play and explore, receiving high levels of praise and encouragement for effort and achievement in all they do.

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	3
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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