

Inspection report for early years provision

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Inspection date	03/02/2010
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 November 1997. The childminder lives with her husband and adult sons in Monk Bretton, Barnsley. The whole of the ground floor is used for childminding and there is an enclosed area for outdoor play. Children have access to a bathroom on the first floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than six children at any one time. There are seven children on roll who attend on a part-time basis. She takes children to and from school and to a local playgroup.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's sense of belonging is fostered well through the warm, welcoming and homely atmosphere. Children access a variety of resources and experiences where they can learn about themselves and explore differences. Interest in the local community is promoted through regular outings and visits.

The childminder regularly consults with parents about their children's routines and interests in order to meet their individual needs and children are treated with equal concern. Most of the required documentation is in place and maintained appropriately. The childminder recognises the value of continuous improvement and there is a system in place which the childminder monitors and evaluates the service she offers.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding) 19/02/2010

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

- obtain written parental permission for children to take part in outings
- develop further observations and assessments to identify the next steps in children's learning and development
- plan and provide experiences to meet children's individual needs
- develop ways to share information with other providers

The effectiveness of leadership and management of the early years provision

Arrangements regarding safeguarding are appropriate and the childminder has a sound understanding of her role in keeping children safe. The childminder has a selection of policies and procedures, which she shares with parents and this helps to contribute to the operation of childminding practices. Most required records and documentation are in place and stored securely. However, there is no prior written permission from parents before any medication is given. This is a breach in the legal requirements. All adults in contact with children have completed the appropriate vetting process. The premises are clean and well maintained and there are appropriate procedures in place to promote the health and safety of the children in her care. For example, the sickness policy is shared with parents and adhered to at all times.

Children and parents are warmly welcomed into the setting. The childminder knows the children in her care very well and liaises closely with parents therefore children's welfare needs are met effectively. The childminder is committed to the development and improvement of her practice. For example, she monitors and evaluates her service through the use of the self-evaluation form. The childminder completes suitable risk assessments and areas requiring attention are acted on to ensure that children are kept safe, both in the home and on outings. However, the childminder does not have written parental permission for children to take part in outings. Parents are given a copy of all policies and procedures as well as any updated versions which ensure they are kept informed about the care their children receive. Parents also engage in daily verbal feedback along with written diaries for younger children. Observations of their children's achievements are also shared with parents, although this does not extend to other providers.

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

Children are secure, settled and confident in the childminder's care. The purposely set out play areas are used in an appropriate manner and all resources are of a sound quality. Children's welfare, learning and development is promoted as the childminder provides activities and resources to meet individual children's interests. Records of children's assessments and photographs evidence her approach to enhancing all aspects of children's care, learning and development. However, observations and assessments do not identify the next steps in children's learning to meet individual children's needs. Children show confidence and are comfortable being with the childminder.

Children access a range of activities to encourage their independence within playroom and are able to initiate and develop play that interests them. Children make a positive contribution by becoming involved in all areas of play. They are kind, considerate and respect each other and the childminder. They are learning about the wider world as they visit local places of interest, such as toddler groups and play areas. They are beginning to appreciate the multi-cultural society we live

in. Children are provided with a healthy, well-balanced range of meals and snacks that meet children's individual dietary needs. Children follow good hygiene routines that are effective in reducing the risk of cross infection, help to keep children safe and promote a good understanding of healthy eating.

Children share a warm and caring relationship with the childminder. They are familiar with the playroom and an appropriate range of age-related activities are offered. For example, children are beginning to develop a sense of shape and texture as they explore different materials, such as soft toys which have crinkly, soft, smooth and silky textures, as well as paint and creative materials. Children are introduced to safety and how to keep themselves safe. For example, children take part in regular fire drills and a record is kept of when fire drills are conducted and includes details of any problems encountered and how they were resolved. The childminder explains why rules are needed and children are involved in safety discussions. They think about road safety during their walk to and from school each day and learn safe practices as they use the large play equipment.

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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