

Inspection report for early years provision

Unique reference number	300001
Inspection date	21/04/2010
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1994. She lives with her husband and two adult sons in Sheffield. The children have access to the ground floor of the premises including the bathroom. The rear garden used for outdoor play. The childminder is registered to care for a maximum of three children and there are currently four children on role in the early years age range. She holds a National Vocational Qualification at level 3 in early years childcare and education and is a member of the National Childminding Association. The childminder 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 good.

The childminder has a good understanding of the Early Years Foundation Stage and as a result all children make good progress in their learning and development and their individual needs are met. They are fully included in all activities. The childminder has good partnerships with parents and others who provide care for the children. A good range of policies, procedures and records are in place to ensure that the children's safety and welfare is effectively promoted and the majority of requirements have been met. The childminder has positive plans to improve the setting and these are focused on the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure prior written permission is obtained from parents for each and every medicine before any medication is given. (Safeguarding and Welfare)

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

- enhance overall assessments of the children's learning and development.

The effectiveness of leadership and management of the early years provision

The children's welfare is protected by the childminder who has effective systems in place to ensure their safety and well-being. The childminder provides a wide range of policies and procedures to support her practice, such as a health and safety policy, a lost children policy and a safeguarding policy. She has a sound knowledge of procedures to follow if she has any child protection concerns regarding children in her care and is aware of signs that cause concern. The majority of procedures are in place to ensure the effective management of the setting. Accidents are

routinely recorded and parents are informed. All medication administered to children is clearly recorded. However, parents do not give prior written permission for all medication. This is a breach of requirements.

Regular risk assessments are completed for both the premises and for outings. As a result the children are able to play safely and potential dangers are avoided. The childminder has developed an effective emergency evacuation procedure that is practised with all children to ensure that they know what to do to keep themselves safe. The childminder organises her setting well to ensure that the individual needs of all children are met. A good range of toys, equipment and furniture are available that are well maintained and appropriate to the ages and needs of the children attending.

The childminder works well in partnership, sharing information regularly with parents, other providers and other agencies when required to maintain a two-way-flow of information. Parents provide the childminder with information regarding their children's needs, interest and routines as well as discussing what they can do in their learning. For example, she collects information when children first start in their 'individual care plan' which includes favourite songs, what children like to play with and their favourite foods. The childminder seeks parental opinions on a daily basis, she also undertakes regular parental questionnaires to enable her to monitor and develop the service she provides. Equality and inclusion is well considered at all times as each child's individual needs are recognised and catered for.

The childminder is committed to improving the quality of her service through developing her own knowledge and skills. For example, she has attended training courses and workshops since her last inspection and has successfully completed her National Vocational Qualification at level 3 in early years childcare and education. She is aware of the strengths and areas for improvement of her setting and has a identified goals for future improvement to enable her to continually enhance the provision and outcomes for children.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. The children make good progress in their learning and development as they are encouraged to be independent and confident learners. The childminder provides a stimulating and welcoming environment in which children are very happy. She interacts very well with the children and has a good approach to their learning and care, providing opportunities for them to think and make decisions for themselves. The childminder is actively engaged in the children's play and considers their interests and abilities when planning interesting and stimulating activities. Detailed observations are made and effective records of their achievements and progress are shared with parents. She uses the information gathered from observations very well to inform planning and the children's next steps in learning. The childminder is developing assessments to ensure there are no gaps in the children's learning.

The children are developing good social skills and a sense of responsibility for their actions. They behave well because the childminder uses positive praise to reward them as they share and follow simple rules. The children are able to independently select from a wide range of toys provided at a low-level and have fun using their imagination as they undertake art and craft activities. For example, they enjoy sticking with different materials and tell the childminder that they have 'diamonds' on their picture. The children's communication skills are developing very well, they ask questions, tell the childminder about their past and present experiences and enjoy action rhymes and singing. For example, babies begin to imitate 'pat a cake' and other children explain that 'twinkle twinkle little star' is their favourite song. They enjoy stories and understand that mark-making has a purpose. For instance, they sit engaged with books and pretend to write the words of the story and children can write their own name. Good opportunities are provided to develop problem solving and numeracy skills. For example, children use different materials to see which float and sink. This was then extended as they made their own boats from different materials and raced them in the stream discussing the materials they used and if they thought they would float. They use number in everyday play experiences such as deciding to make two happy faces and one sad face during sticking activity. Babies enjoy investigating how things work as they repeatedly push buttons on toys, push and pull and imitate what they see. For example, they put toy phone to their ear and guides the childminders hand to roll a ball across the floor. As a result children develop good skills for the future as there are stimulating and interesting experiences to communicate, use technology and develop their literacy skills.

The children and babies are developing a strong sense of belonging as consistent routines are followed throughout the day. They are encouraged to adopt a healthy lifestyle as the childminder encourages children to eat healthily and to implement good hygiene practices. For instance, children tell the childminder that bananas and cheese are good for you. Their physical skills are developing well and children are beginning to understand how their bodies work. For example, they play 'body bingo', visit soft play areas, and use equipment to develop their small motor skills. The childminder gives them opportunities to learn about safety in a variety of ways. Older children understand that different toys can be dangerous for babies, and their involvement in road safety projects help them understand how to keep safe while on outings. For example, they made zebra crossings and traffic lights and role played to help gain a better understanding of road safety. The children show they feel safe as they begin to take risks and develop confidence and are happy to play by themselves. For instance babies crawl around the room happily exploring their environment and look for the childminder at intervals making gestures and babbling. The children are beginning to learn respectful attitudes and show respect for themselves and others. They explore different festivals and beliefs from around the world as well from their own beliefs and cultures.

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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