

Inspection report for early years provision

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Inspection date	12/02/2010
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.

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Description of the childminding

The childminder has been registered since 1994. She lives with her husband and three daughters in a semi-detached house, situated in Sheffield, close to bus routes, local shops and schools. The family have three pet guinea pigs.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for nine children in the early years range on a part time basis. Minded children have access to the ground and first floor, for access to the bathroom. There is an enclosed rear garden for outside play. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a secure and safe environment for all children in her care. Individual needs of children are well supported to ensure their care and learning needs are fully met. There are effective relationships with parents that promote continuity of care. Although there are good partnerships with other providers, further systems are being explored. The childminder ensures all children are fully included and she has developed an effective self-evaluation process to ensure her practice is regularly reviewed and has clearly identified areas of development to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop partnership with others to ensure continuity of care and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder understands her role to protect them from harm and promote their welfare. There are effective policies and procedures in place to ensure the relevant agencies are contacted if there were any issues of a child being at risk. Adults living in the household have completed required checks and the childminder informs Ofsted of any changes. The childminder has devised and implemented a range of detailed policies and procedures to ensure all requirements are being met and these are shared with parents so that they understand the service she provides. The environment is comfortable and the childminder completes comprehensive risk assessments that minimises any hazards to children. This includes assessments for all outings. All areas accessible to the

children are well organised to allow children space to explore and access resources in a safe environment in which they can play and relax.

Sound links with other providers who care for the children are beginning to be established. The childminder has begun to discuss the care needs of children with the nursery they attend. However, she is not proactive in sharing the information she has regarding children's learning when they go from her setting to another. The childminder does hold discussions with the children about their time at nursery and helps to support a smooth transition. The childminder discusses with children their time at nursery and they confidently explain to her their experiences. For example, they say they 'didn't cry when mummy left' and proudly show the stickers they got for being good. Parents receive good information about the care and learning of their children. The childminder keeps parents well informed of their children's progress in a variety of ways and encourages them to contribute to the children's individual learning. She gathers parent's views from questionnaires asking them if they are happy with the aspects of her service. For example, any concerns about their children's development, if they are happy with current routines and activities provided, and if they would like new ones to be introduced. She also gives parents a choice of how information is shared with them, as she recognises one system may not be suitable for all. For instance, by email, telephone, or weekly meetings.

The childminder uses reflective practice effectively to evaluate her service and improve outcomes for children and a good commitment to improving her own knowledge through training and support from local agencies. As a result, this demonstrates how the childminder effectively communicates an ambitious vision and strives for improvement to provide a good quality of care and learning for children. The childminder has successfully addressed the recommendations from the previous inspection and developed her understanding of the Early Years Foundation Stage and promoting children's learning. The childminder promotes inclusion in her practice by being aware of children's individual needs and their capabilities. She has a good understanding of ensuring children of different groups make good progress by tailoring activities to their interest and learning styles.

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

The childminder has a good knowledge of the Early Years Foundation Stage and as a result she provides children with good learning opportunities. All children make good progress towards the early learning goals. Through observation and good assessments the childminder is able to identify any gaps in children's learning and deals with these as necessary to ensure children make progress in their learning. The childminder has a positive view of the needs of all the children she cares for, including children from different groups. For example, she recognises the difference between boys and girls learning and plans activities accordingly to enhance their learning. Children are provided with a stimulating and welcoming environment where their individual interests and ideas are included in the planning of activities. Resources are within children's reach enabling them to make decisions about how they play.

Children have a good use of language which enables them to communicate and express themselves clearly. They enjoy books and listening to stories. They actively participate during stories by asking questions and imitating characters. Children's imagination skills are developing well and they are supported with a good range of resources that allows them to recreate familiar experiences. They are developing a good understanding of the past and present as they discuss with the childminder events that are important to them. For example, children discuss the time they took the dog for a walk and it didn't like the water. Children enjoy designing with a wide range of construction materials. There are good opportunities for outdoor play as the childminder provides a range of activities that cover the areas of learning, such as, water play, role play, and growing plants and flowers. Children gain a sense of pride and achievement as they successfully complete a task and this demonstrates how they are challenged and enjoy their learning. For example, when children complete jigsaws they are excited and eager to complete another and saves the model they have constructed to show to their parents. Children's health is successfully promoted, as they are provided with nutritional snacks that encourage them to enjoy foods, that are good for them. They enjoy physical exercise, such as, obstacle courses and visits to the park, and the childminder discusses with them the effect exercise has on their bodies. For example, after exercise they feel their heart beat and children comment that is going faster.

The childminder takes positive steps to help children keep themselves safe and feel safe in her home. Through everyday discussions the childminder supports children to understand ways to minimise the risk of harm and what to do if they were in a dangerous situation. For example, the childminder takes photographs of the emergency exits so children are familiar with the procedure when they practise and discuss the evacuation procedure. Children are confident and comfortable with the childminder and her family. They are well behaved and the childminder has a positive attitude and approach to encourage children to respect others and understand the difference between right and wrong. The childminder has a good understanding that children's ages and abilities have an impact on their behaviour and takes this into consideration. As a result, children are able to learn new skills in a secure environment. Children's self-esteem is promoted through the use of positive praise from the childminder.

Resources and activities reflect the wider community and through discussion and activities children raise their understanding of the world in which they live. The childminder encourages children to be involved in the recycling of different materials and they have discussions about the environment in which they live. Overall, children develop the skills needed for their future success. They are confident, independent learners who are able to use their own initiative, communication skills and problem solving skills to prepare for future skills.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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