

Inspection report for early years provision

Unique reference number	EY337279
Inspection date	05/07/2010
Inspector	Pauline Garfield
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 was registered in 2006. She lives with her husband and two children aged six and 11 years in Shafton, Barnsley. The whole of the ground floor of the childminder's house, plus first floor toilet facilities, is used for childminding purposes. There is a fully enclosed garden to the rear of the premises for outdoor play. Care is offered Monday to Friday, all year round. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time, with no more than three in the early years age group. She is currently minding six children on a part time basis, four of whom are in the early years age group. The childminder walks and drives to local schools to take and collect children. She attends the local parent/toddler group. The family has a pet dog. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are successfully met in accordance with parents' wishes. Children's welfare is effectively promoted and safeguarding procedures are good. Improvements have been made since the last inspection and the childminder clearly demonstrates a good understanding of her strengths and areas for development. This effectively contributes to the capacity to improve. The childminder successfully communicates with other providers to promote good quality education and care. Consequently, children make good progress overall in most areas of their learning and development.

What steps need to be taken to improve provision further?

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

- develop planning and assessment systems to further identify children's achievements across all areas of learning
- develop further children's information and communication technology skills.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to safeguard children and has an appropriate policy in place. She has established who has parental responsibility for the children that she cares for and has all the required written permissions, such as permission to seek any necessary emergency medical advice or treatment. The childminder has all the required documentation, policies and procedures to ensure the safe management of her setting. She has detailed written risk assessments for

both indoors and outdoors, including a risk assessment for the school run. In addition, the childminder has a daily safety checklist. Risk assessments are regularly reviewed and any appropriate action is taken. This helps to minimise risks and promote children's welfare.

The childminder has completed a well written self-evaluation document which shows strengths and areas to improve. The document has been updated to show where improvements have been made. In addition, the recommendations from the last inspection have been implemented. For example, the childminder has increased her knowledge and understanding regarding special educational needs and/or disabilities through researching information at the library and on the internet. The environment is well organised, with free access to toys and equipment. This helps children feel safe and secure and promotes their independence.

Parents receive good information by way of written daily diaries and verbal feedback. They are kept up-to-date with the running of the setting through newsletters and policies and procedures, which they are given to take home. Parents are also able to take home their children's observation file which contains photographs and observations. They are encouraged to make written comments and appreciate the time given by the childminder to the planning of a variety of activities. Parents comment in their children's diaries, 'thank you for being so wonderful, I am lucky to have you'. The childminder has also developed good partnerships with other providers, such as the local children's centre. This helps to provide a consistent approach to the care and education of children.

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

Children have individual files which contain photographs and observations. The childminder knows the children well and provides activities which interest them. Children are making good progress in their learning and development. However, planning and assessment systems do not identify and track children's achievements across all areas of learning.

Young babies are reassured by the childminder when they wake up from sleep. They enjoy the close contact with the childminder and are happy and settled. The childminder sits on the floor with a baby on her knee and plays a peek-a-boo game. The baby responds with smiles and laughter. This helps them to feel safe and secure. Children are encouraged to develop increasing confidence and talk freely about their home and community. The childminder provides a variety of resources to promote equality and diversity, including dressing up clothes and posters in different languages, such as French. Children take delight in speaking some words in other languages, and this helps them to learn about the wider world.

Children's problem solving skills are well promoted through a range of activities. For example, the childminder uses hand puppets to sing number nursery rhymes to babies, and children are encouraged to recognise numbers and make

comparisons between quantities. Children play with a range of musical instruments, such as drums and rattles. However, resources to promote information and communication technology skills are limited.

Children enjoy a healthy and balanced diet. For example, they enjoy snacks of mixed fruit cocktail. The childminder helps children to feel safe through talking about road safety and the importance of holding hands while on outings. In addition, children benefit from organised activities, such as a visit from the fire brigade.

All children are included in activities and play together in the sand tray outdoors. They enjoy creative activities and develop their pencil skills as they are encouraged to develop their favourite activity of drawing. Children have access to a range of books and visit the library. This helps to develop their communication skills. Children use their imaginations as they play with a range of objects from a play kitchen. Their physical development is promoted through activities, such as throwing and catching balls and movement to music sessions. Children are well-behaved and at ease in the childminder's home. They socialise with other children and contribute to the written house rules, which are displayed in the kitchen.

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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