

## Inspection report for early years provision

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<b>Unique reference number</b>	300147
<b>Inspection date</b>	05/03/2010
<b>Inspector</b>	Karen Cockings
<b>Type of setting</b>	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 1990. She lives with her husband and two adult sons in a suburb of Sheffield, within walking distance of local schools, parks and other amenities. The whole of the ground floor is used for childminding and there is access to one bedroom for sleeping. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for six children under eight years at any one time. She currently minds five children in the early years age range and five older children. On occasions she works with an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has attained an early years qualification at level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder gets to know children well and promotes their welfare and learning effectively. She builds strong partnerships with parents, liaising closely with them in order to meet children's individual needs. There are also good links with other childminders, groups and settings. Most required records, policies and procedures are implemented well. The childminder supports children effectively where there are additional needs. She liaises with colleagues, reflects upon her practice and is developing the use of self-evaluation systems to identify ways in which she can further improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- explore further ways of sharing children's records with parents and involving them in their children's learning
- review and develop the recording of fire drills and the procedures for managing situations where children are not collected
- develop further the use of self-evaluation systems to consolidate strengths and to identify areas for future improvement.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded because the childminder has a good understanding of her role and responsibilities with regard to child protection issues. She updates her knowledge in this area by attending relevant training, and has

guidance materials readily available should she have any concerns. The childminder supervises children carefully, working with an assistant where necessary, or planning joint outings with other childminders. Children's safety is also maintained through rigorous risk assessment and daily checking systems. The childminder takes effective measures around the home to protect children from injury, such as making sure a crawling child cannot bump their head on the edge of the hearth and keeping hot drinks well out of children's reach. Emergency evacuation procedures are discussed and practised with children and a record is kept, although this does not include all significant details, such as the names of children involved and any difficulties identified. Records, policies and procedures are maintained well overall, promoting children's health, safety and well-being. For example, the childminder has actively sought information about issues of parental responsibility, to ensure that she is fully meeting requirements. She does not at present have a written procedure for dealing with situations where children are not collected, but she is clear about what she would do in those circumstances.

The childminder builds positive partnerships with parents and liaises closely with them, which helps her to meet children's individual needs successfully. Many of her placements are of long standing and parents speak very highly of her in references and thank you letters. They comment, for example, on her 'warm and easy manner' and her skill at managing children's behaviour, especially where there are additional needs. She gathers as much information as she can from parents prior to placement, so that she has a good understanding of children's interests, routines and abilities. This, together with her own observations, helps her to establish children's starting points, which form part of her record of children's development. These records are shared with parents, although the childminder is not yet making full use of opportunities to invite their ongoing contributions as a way of involving them fully in their children's learning. The childminder ensures that she passes on any significant information to parents where she shares care of children with other settings. She takes note of topics that children are covering at school and nursery, so that she can extend and complement them in her own home. She has discussed record keeping systems with local nurseries in order to promote continuity of care and learning.

The childminder provides a welcoming and inclusive environment, in which she helps children to understand each other's needs. They know that they are valued and important to her because she takes note of their particular routines, such as where they like to sit at table and the foods they enjoy. She has toys and books which reflect positive images of different cultures and beliefs to share with children. The childminder demonstrates a firm commitment to her own professional development and to the continuous improvement of outcomes for children. She has suitably addressed previous recommendations, through training and keeping up to date with childcare issues. She is developing the use of self-evaluation to help her to build on her strengths and to target areas for future improvement.

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

Children are cared for in a comfortable and welcoming home, where they build trusting relationships with the childminder and with her assistant. Babies cuddle up to the childminder on waking, until they feel refreshed and ready to explore. She ensures that their normal routines are followed as much as possible, so that there is continuity of care. Children gradually understand what is expected of them because positively worded 'house rules', such as 'We like to be kind to each other', are shared with them as part of their play and everyday conversations. There are many opportunities for children to socialise with others through regular visits to local children's groups.

Children's health, safety and well-being are given high priority by the childminder. She promotes healthy eating habits by preparing snacks and meals which include plenty of fresh fruit and vegetables. The childminder talks to children about their favourites and plans a menu that she knows they will enjoy, taking into account any allergies or special dietary needs. Good standards of hygiene are maintained within the home and children are encouraged to follow safe hygiene practices which helps to protect them from the spread of infection. Children's good health is further promoted through regular opportunities for fresh air and exercise, either in the garden or as part of walks and outings. In snowy weather children enjoy building snowmen or going sledging. They practise their climbing and balancing skills as they use large equipment in nearby parks. Younger children grow in strength and confidence as they crawl and stretch to reach for toys set out around them on the floor. They develop hand-eye coordination and manipulative skills, becoming totally absorbed in finding out what they can do as they press buttons, lift flaps and roll cars down a wooden ramp. Children learn how to keep themselves safe both indoors and outside, for example, as they cross roads on the way to the park or as they use swings and climbing frames.

The childminder has a good understanding of how children learn through play, providing them with a well-balanced range of activities and experiences to aid their development. She observes children as they play, to find out more about their interests and abilities. These observations are used to guide her planning for individual children. For example, she notes that one child particularly loves cars and musical and push-along toys, so she ensures there are plenty of these to capture their interest. Children in the early years age range have their own folders which include the childminder's observations, photographs and examples of their work. The childminder is developing confidence in using guidance materials to help her to link what she observes to the areas of children's learning and to identify their next steps.

Children's language skills are nurtured as they take part in singing and rhyme activities, both at home and while out at the local toddler group. The childminder takes a lead role there, as she encourages children and their parents and carers to join in with songs and action rhymes. She plans interesting outings for children, which help them to learn more about nature and the world in which they live. For example, they visit Whirlow Farm to see the new-born lambs and they are

fascinated by the old buildings at Abbeydale Industrial Hamlet as they find out how people lived and worked in times gone by. Younger children begin to develop number and counting skills; they look out for numbers in their environment and sing rhymes, such as 'Five fat sausages', and babies listen as the childminder counts their toes and fingers. There are opportunities for mark making and for creative play both in the home and at local groups. The childminder talks and interacts warmly with children, which helps them to feel secure and confident within the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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