

Inspection report for early years provision

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Inspection date	01/06/2010
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 was registered in 2002. She lives with her husband and 15 year old son on the outskirts of Barnsley. The house is within walking distance of local schools, parks and other amenities. The ground floor rooms are used for childminding and there is an enclosed outdoor play space. The family have a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time. She currently minds seven children, of whom, three are in the early years age group. She is registered on the Early Years Register and on both parts of the Childcare Register.

The childminder has attained a qualification at level 3 in childminding practice and is working towards her level 4. She has links with local childminder groups and the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very confident and settled in the environment and the childminder supports them well allowing them to make a positive contribution their own play within a safe environment as suitable risks assessments are completed. The children access a wide variety of resources and experiences where they can learn about themselves. Interest in the local community is promoted through regular outings and visits. Most documentation is in place and the childminder is beginning to monitor and evaluate her practice in order to identify areas for future development. Observations and assessments show children are making good progress and identifies the next steps in their development. However, the information gathered is not always used to inform planning for individual children's needs. The childminder regularly consults with parents about their children's routines and interests in order to meet their individual needs.

What steps need to be taken to improve provision further?

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

- further extend self-evaluation processes to monitor the impact of targeted improvements on outcomes for children
- further develop links with other settings delivering the Early Years Foundation Stage to include sharing information about children's progress towards their early learning goals
- make effective use of the children's observations to help plan for next steps in their individual learning and share this information with parents.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and there are clear procedures in place to be followed should there be any concerns. Most of the required documentation is in place and shared with parents to promote children's welfare. Comprehensive risk assessments and daily checks are made to ensure that children are kept safe, both within the premises and when enjoying outings. Children are involved in discussions around safety and how to keep themselves safe. For example, older children readily explain how they go out of the dining room door, outside and stand at the back wall, when they hear the smoke alarm. They are encouraged to think about road safety, particularly during their walks to nursery and school.

The childminder welcomes children and their families into her setting. There is a warm positive relationship with parents and carers as the childminder works closely with them, sharing information to ensure children's welfare needs are met appropriately. Parents receive daily verbal feedback of their child's day. A comprehensive range of policies and procedures are shared with parents to support the care of the children and includes current information regarding the complaints process. Relationships with other providers are developing and she is starting to share general information regarding the children's welfare. She is aware of topics they are involved with and continues activities within the childminding environment that complement nursery activities. However, this does not extend to children's learning and development.

The childminder has a sound understanding of the Early Years Foundation Stage and makes observations of children's achievements. She identifies the next steps in children's learning and development although these are not consistently reflected in the planning of activities and experiences in order to meet each child's individual needs. The childminder shares these observations with parents each week. The childminder promotes equality and diversity, helping children to understand about the community they live in and the wider world. She is beginning to develop a system to monitor and evaluate her service and to identify areas for improvement.

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

The children are happy, excited and readily make their own choices about their play. They share a very warm and close relationship with the childminder insisting she joins in their games and asking for cuddles. There are clear procedures in place to promote the health and safety of the children in her care. For example, children readily follow hygiene routines that are appropriate in reducing the risk of cross-infection. Arrangements for managing pets are clear and do not present a hazard to children. Comprehensive systems are in place to deal with accidents involving children and records include all required information and are countersigned by parents. There is sufficient space available for children to move around safely and independently as they negotiate around the play area. The

children easily access a wide range of activities organised both indoors and outdoor. They select items from the role play box and take them outside as the childminder organises the play room appropriately. Children have regular opportunities to visit local places of interest and enjoy the outdoors activities.

Older children describe the variety of games children were involved with in the recent mini Olympics event. When creating a collage, they concentrate and carefully select the different bugs and insects they wish to include. Together the children find the letters for their names from the alphabet display and proudly point out the first initial of their names. The children are generally well behaved and are involved in a variety of activities such as jigsaws, construction and craft activities. The children enjoy singing and dancing to a selection of songs. They giggle excitedly as they make up their own song to match the outfit from the role play area and join in singing their favourite song in French. Children make a positive contribution and the childminder ensures all children are involved in all areas of play making activities easily accessible. The children are encouraged to share, be kind and have mutual respect for others. Older children help younger children as they look for the helmet to match the fire fighters outfit.

The childminder works with parents in providing healthy snacks and meals. The children choose from a variety of their favourite fruits drinks are always available from low tables. The childminder has started to make written observations of what children do and enjoy, which show children are making steady progress.

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	3

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	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

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	3
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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