

Inspection report for early years provision

Unique reference number	EY393914
Inspection date	25/06/2010
Inspector	Helen Blackburn
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2009. He lives with his wife and her parents in the Birdwell area of Barnsley, close to schools, shops, parks and public transport links. The childminder's wife and mother-in-law are also registered childminders who work from the same premises. All childminders have joint responsibility for the service. The childminding service is provided from an annexe building within the grounds of the family home. There is a fully enclosed garden and paddock for outside play. The childminder has five dogs, which do not have contact with the children, two peacocks, a budgie and goldfish as pets.

When working alone, the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with other childminders, he may care for a maximum of 18 children under eight years at any one time, of whom no more than nine may be in the early years age range. They are currently minding three children in the early years age range. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends several toddler groups and childminder support groups on a regular basis. He is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's relationships with the parents are good and, through effective communication, they work well together to meet each child's individual needs. The children access an extensive range of high quality equipment, resources and experiences that effectively support children in making good progress in their development. The childminder provides a welcoming, inclusive and fun learning environment for children, which positively promotes good behaviour, diversity and independence. Overall, good quality documentation, policies and procedures contribute to the safe and efficient management of the setting. The enthusiasm, drive and commitment of the childminder in improving his service and outcomes for children are good. Through quality improvement processes, such as self-evaluation, he is beginning to take positive steps towards bringing about improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, when it was carried out, date of review and any action taken

09/07/2010

following a review or incident (Documentation).

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

- develop the use of quality improvement processes, such as self-evaluation, as the basis for ongoing internal review and to ensure priorities are targeted effectively
- improve the observation and assessment arrangements to ensure observations are linked to expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has good systems in place to safeguard and promote children's welfare. For example, he carries out regular safety checks and conducts risk assessments of the home and all outings. This ensures he provides a learning environment for children that is safe and minimises the risk of accidents. However, his risk assessment record lacks some relevant information, which is a breach of a specific legal requirement. The childminder maintains a wide range of documentation, policies and procedures, such as on health, safety, equality and safeguarding. These contribute to safeguarding and promoting children's welfare and promote the safe and efficient management of the setting. Through the childminder having a good understanding of child protection issues, he fully understands his responsibilities in protecting children from harm. He knows what procedures to follow if he has any concerns about a child in his care and he outlines this in his child protection policy. He ensures all adults living and working on the premises complete appropriate checks. He supervises any visitors to the home so that he keeps children safe and protects them from harm. The childminder works well with his co-childminders. As a result of very good organisation they deploy themselves extremely well so that they meet children needs, undertake management tasks, prepare meals and maintain the premises and equipment without compromising children's safety. They regularly work to high adult to child ratios, often providing one-to-one care for children.

The childminder fully understands the importance providing a service that continually strives towards improvement, and his enthusiasm and commitment to this is good. He uses self-evaluation and reflective practice to help him identify areas in which he can enhance the service he provides. His self-evaluation processes are inclusive; they include feedback from all the childminders working at the setting, parents and other professionals, and observations of the children. However, the self-evaluation process is new and the childminder has not yet prioritised the areas of development that he has identified. The childminder's commitment to his ongoing professional development is good. For example, he is proactive in enhancing his knowledge and skills through accessing training and working with other professionals. This positively influences his practice and promotes good outcomes for children.

The childminder has good relationships with parents. They receive good quality

information about the service provided for children through detailed policies and procedures. The childminder regularly shares and exchanges information with parents about their child, through daily diaries, regular review meetings and discussions. This means he keeps parents well informed about their children's achievements, well-being and development. This effective communication contributes to the childminder successfully meeting children's individual needs and ensures he promotes consistent care and familiar routines for children. The childminder's understanding of working with others is good. For example, if children need additional help and support he endeavours to work with other agencies so that the children receive the best possible learning opportunities.

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

The childminder supports children in making good progress in their learning as he has a good understanding of how young children learn and develop. He carries out regular observations on the children and he uses these to identify and plan for their next steps. The childminder is beginning to match his observations to the expectations of the early learning goals; however, this process is still developing. The children have excellent opportunities to be independent and to initiate their own play. For example, resources are effectively organised at child height so that children can access them freely and safely. The childminder effectively builds on children's choices and interests resulting in them being very happy, motivated and inquisitive learners. The children thoroughly enjoy their time at the setting; they are busy and access an extensive range of resources and experiences, across all areas of learning. For example, children's communication skills are developing well due to positive interactions with the childminder. They laugh with pleasure when kicking the ball at the farm and enthusiastically explore the compost and water when taking part in planting activities.

The childminder provides a welcoming, safe and friendly environment for children. He has good and trusting relationships with them and this results in children feeling safe and secure in his care. For example, the children approach him for cuddles and reassurance when tired. The childminder helps children to understand the importance of keeping themselves safe through play and everyday routines. For example, when travelling in the car he ensures children use appropriate car seats and when on outings he is vigilant in not exposing children to any dangers, such as poisonous plants. The childminder has a very good understanding of promoting children's health and well-being. Through everyday routines, such as hand washing, he helps the children to learn about good hygiene and self-care practices. The childminder is a trained chef and he has an excellent understanding of nutrition. He uses his expertise to provide the children with an extremely well-balanced, healthy and nutritious diet. For example, he prepares fresh home-cooked meals that ensure children receive all the nutrients and vitamins they need to promote their healthy growth and development. In addition, the childminder helps them to learn about making healthy choices and promotes a sustainable environment through introducing the children to growing some of their own herbs and vegetables. The children have excellent opportunities to be active and to exercise and this effectively supports their health and physical development. For

example, children go on a wide range of outings on daily basis and they thoroughly enjoy playing outdoors. The children are developing their coordination and dexterity skills through activities such as drawing, baking and building with bricks.

Good behaviour management strategies contribute to the children learning about right and wrong, sharing and taking turns. The childminder regularly praises the children and they respond well to this by behaving in ways appropriate to their ages and stages of development. Children are learning about the world in which they live, diversity and difference through resources, activities, discussions and numerous visits in the community. This contributes to children having a sense of belonging in their community and helps them to learn to respect all people in society.

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	1
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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----