

Inspection report for early years provision

Unique reference number	EY339499
Inspection date	12/05/2010
Inspector	June Rice
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 their children aged eleven and thirteen years in Mapplewell, near Barnsley. They live close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the bedrooms. There is a fully enclosed outside play area. The childminder collects children from the local school and attends local groups.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder holds a National Vocational Qualification Level 3 in Pre-school Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a very positive attitude towards continued improvement and continues to attend appropriate training, for example Early Years Foundation Stage, first aid, child protection and safeguarding. The childminder has completed a self evaluation process and this has enabled her to successfully identify where her practice is strong. Space is used effectively and promotes children's growing independence. She has established sound working relationships with parents giving priority to children's welfare, learning, and enjoyment. This ensures children continue to make good progress in an environment in which they feel safe and secure.

What steps need to be taken to improve provision further?

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

- provide for parents the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and welfare.)

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

- provide parents and children the opportunity to be included in the self evaluation process
- promote children's awareness of conventions, such as taking turns to talk, and the benefits of sustained listening.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates a good understanding of child protection and the procedures to follow. High quality risk assessments are in place and effectively implemented. They identify possible hazards and action taken to reduce the risk. The childminder continues to access appropriate training and this ensures she continues to develop her knowledge and understanding of how she can support children's learning and development. The childminder has successfully carried out a self evaluation of her provision which illustrates that she has a very good understanding of her strengths and areas for improvement. Excellent records of children's achievements are supported by very good evidence which include children's work, photographs and very good written observations. These are soundly linked to the Early Years Foundation Stage, identify children's individual learning goals and clearly influence short and medium term planning. The childminder has endeavoured to make links with other early years' providers in an effort to compliment the care and learning provided for children. However, the information shared remains basic and seldom relates to children's learning and development. The childminder has developed good working relationships with parents and this ensures that they are aware of how her provision works, and the progress their children are making. For example, she encourages parents to look at their children's files and discuss their development; she also provides a diary to encourage them to share information about what their children are achieving at home. Information about the Early Years Foundation Stage and medium term planning is on display and parents sign policies and procedures as read and understood. However, she has not shared what she would do in the event of a child not being collected which is a breach of requirements. The childminder has made improvements since her last inspection that include developing a fire escape plan with children, a review of policies and procedures, and her understanding of safeguarding procedures. These improvements have a positive impact on children's safety and the information provided to parents about how the setting works.

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

The childminder demonstrates an excellent understanding of how children learn through play. For example, observation, assessment and planning systems are linked to the Early Years Foundation Stage, and take account of children's interests. This helps the childminder to successfully plan activities and opportunities which help them achieve their next steps. Children benefit from an environment that encourages them to freely and safely access a good selection of resources, toys and activities. They enjoy regular outings within their local environment and to local parks. Children are becoming aware of good hygiene practices as the childminder takes appropriate steps to help prevent the spread of infection. For example, she excludes children who are infectious in order to protect others, uses protection clothing while changing nappies and promotes good hand washing routines. Children learn to be active, and understand the benefits of

physical activity, healthy habits and good hygiene. They make healthy choices about what they eat and drink.

Children are taught about keeping themselves safe through their daily routine and activities. For example, children are safely harnessed into pushchairs and highchairs; they learn about crossing the road safely and are included in emergency evacuation practice. The childminder is very observant about what children are doing; she reminds them of rules that keep them safe. For example, she explains why they should not jump off the stairs.

Children are helped to develop skills that will contribute to their future economic well-being. They are very active learners in an environment that supports their learning and development. The childminder demonstrates a very good understanding of how children learn through their play and she uses good questioning techniques that help children think. Children's problem solving, reasoning and numeracy skills are encouraged through activities children find interesting. For example, they design and construct from wooden blocks and are encouraged to count and recognise different group sizes. The childminder asks if items are the same size and children use the words big, small and medium to describe the different sizes. As they explore water play using different sized funnels and containers they use language such as greater, smaller, heavier and lighter to compare quantities. Children are very confident and use talk and action to gain attention. However, their awareness of conventions, such as taking turns to talk and the benefits of sustained listening, is not always effectively promoted. Children are learning to take care of others, and living things. For example, they plant and care for a variety of vegetables learning that they need water and sun to survive. Children show an interest in books and reading, and offer to read to babies who are getting tired. The childminder prompts the older children to let the babies feel the different textures in the book. Babies enjoy the freedom of moving around independently, they use furniture and equipment to raise themselves off the floor supported by the childminder. They look around for reassurance and praise. They explore the resources that are within easy reach. For example, they use their fingers to explore the holes of a shape sorter, shake it and listen to the noise the loose parts make. They run their fingers down the net of the travel cot enjoying the sound they are making. Babies show lots of interest in what other children are doing. For example, they watch closely as older children use a puppet theatre. Children benefit from lots of outside opportunities through regular outings to local parks, toddler groups and play areas where their physical skills are further promoted as they learn to use large play equipment. Children learn about diversity through activities and resources that encourage them to respect differences. For example, they learn about Chinese new year, use a globe to look at different countries and use small world characters in role play that include Spanish, Indian and Japanese people.

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	3
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	1
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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