

Inspection report for early years provision

Unique reference number	EY405803
Inspection date	01/07/2010
Inspector	Lynn Rodgers
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 has been registered since February 2010. She lives with her husband and two children aged two-and-a-half years and 18 months in a semi-detached house in Bolton-on-Dearne, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house, including the first floor toilet facilities and designated bedroom, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of four children under eight years, of whom one may be in the early years age range at any one time and is currently minding two children, both are in the Early years age group. The childminder attends the local parent and toddler group and regularly meets with fellow childminders. She is a member of an approved childminding network. The family has two dogs as pets. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The childminder effectively meets children's individual needs through, discussions, verbal and written communication, observations and assessments. She establishes relevant information from the parents, takes into account children's interests and respects both the parents' and children's wishes. The childminder has a very positive attitude to continuous improvement. She accesses relevant training to enhance her personal development and is open to any suggestions that will support and improve her setting, which in turn, helps her to self-evaluate what she does in a very positive way. All required safety measures have been taken, with the exception of the location and availability of the fire blanket.

What steps need to be taken to improve provision further?

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

- show an understanding of dealing with fire safety by ensuring the fire blanket is suitable sited and available for any emergency.

The effectiveness of leadership and management of the early years provision

The childminder is very proactive with regard to safeguarding the children. She is knowledgeable and demonstrates a good understanding of the procedures to

follow and makes it her first priority to ensure all parents know of her duties and responsibilities. There is a comprehensive written policy that contains details of serious injuries and who to contact. She keeps up-to-date with any new legislation and training. The system for carrying out risk assessment is robust, clear, well documented and any hazards and the action taken are duly noted and dated. She encourages the children to participate in regular fire drills, most fire fighting equipment is in place, however, the fire blanket is not suitably sited and available. All required documentation is in place and regularly up-dated and reviewed. The childminder has successfully completed the self-evaluation record and evaluates her practice in other ways. For example, by identifying areas for improvement and providing parents with questionnaires and acting upon their suggestions and ideas. The childminder has positive views of her ambitions for the future and wants to continue to provide the best possible care and education for the children. She plans to do this by reviewing and accessing training, continuing to develop her knowledge and understanding and by continuing to meet the welfare requirements. The exceptional, wide range of resources are effectively used and are rotated according to children's interests, ages and stages of development. She ensures they are very well presented to the children and always sets out their favourite items for when they arrive. Toys and equipment are in excellent condition, conform to safety standards and are easily and freely accessible.

Partnerships are developed through good communication and strong links within the local childminder's network. Partnership with parents is good. They receive excellent daily communication, have access to all policies and procedures and are fully involved in the education of their children. The childminder offers them flexible care and hours, she listens to them and rings them if they need to speak confidentially. There is a written complaints policy, which is shared with parents and they know the procedures to follow. Children's information is thoroughly documented and regularly updated. Parents' contracts are up-to-date and periodically reviewed. Medication, accident and incident records are clear, the daily register shows when children attend and the childminder has valid insurance and appropriate first aid training. The childminder interacts well with the children, engaging them in meaningful activities to challenge and stretch their imaginations. She has examples of what children do and many photographs showing the wide range of activities that she provides. The premises are clean, well maintained throughout, child friendly and space is effectively organised to suit the varying needs of the children. The effectiveness with which the setting promotes equality and diversity is reflected in the positive attitude of the provider and through her effective use of the wide range of resources reflecting diversity. She encourages the children to learn about the wider world and helps children feel they belong. The childminder gets to know them well, establishes their interests, listens to what they have to say and spends equal amounts of time with all of them. She uses her knowledge to focus activities specific to extending children's awareness and understanding of other people and cultures. Children are beginning to understand and accept the needs of others and to help one another. The childminder sets good examples for them to follow and has achievable expectations of acceptable behaviour. She positively praises and encourages the children to behave well and enjoy their learning, giving them support and guidance.

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

The childminder has established a positive system for the planning of activities that focus on the six areas of development. The planning is formal, but allows for children to diversify and use their own ideas and imaginations. The childminder keeps a record of what the children do and the activities they access. Observations and assessments are carried out and the younger children have the learning journey booklets, which are regularly filled in by the childminder. The childminder monitors children's overall progression and focused observations provide and identify the children's next steps. The children's starting points are established at the initial visit then observed during the settling in period. They are then regularly reviewed to ensure children are making sufficient progress. Personal, emotional and social development is fostered through support and good interaction. The childminder is attentive, meets children's individual needs accordingly and positively encourages and praises them. Children make a positive contribution and behave well, they work together and help each other. The children are able to wait their turn, share and talk about what they are doing. Children are familiar with the routines of the day, know what is allowed or not and show concern and kindness towards each other. The children access some form of physical development each day, either robust outdoor play or in everyday activities that extend coordination and skills. Children's creativity is developed through a wide range of media, such as baking, cutting and sticking. They are encouraged to use their imaginations, through a variety of role play situations. They access and read books and tell each other stories and are able to sit, listen and recall past and present experiences.

Their knowledge and understanding of the world is ongoing and they participate in discussions about the local and wider environment, cultures and festivals. There is good communication between the childminder and the children. The children are friendly, respond to each other and adults, they talk openly and freely about home and their families. They tell stories and make up songs, interact together and they can follow and take instructions. They show excitement in what they are doing and chatter away to each other. Children are able to sort, recognise shapes and compare and use mathematical language. They are beginning to count in sequence, can name most colours and construct models, play board games and work out some things for themselves. The childminder talks to the children about keeping safe. They discuss not touching stray animals, the importance of not going with strangers and are encouraged to tidy toys away. The childminder encourages the children to tell her if they are upset or unhappy about something. They practise fire drills regularly and learn about road safety and what is dangerous. Children know to keep close to the childminder when on outings and they are fully supervised and never left alone with any visitor. All required safety is in place and the childminder is vigilant with the children, ensuring they follow daily routines to prevent the spread of infection. Food served is healthy and nutritious and the childminder respects parents' wishes and adheres to any dietary or religious requirements.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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