

## Inspection report for early years provision

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<b>Unique reference number</b>	EY298418
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Paula Fretwell
<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.

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 2004. She lives with her family in Sheffield. All downstairs rooms are used for childminding and there is an enclosed garden available to children for outside play. 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 six children in this age group who attend on a variable basis. She also offers care to children aged over five years to 11 years and there are nine children in total on roll. The childminder is registered by Ofsted 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. The family has three cats, two rabbits and a guinea pig.

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

Overall the quality of the provision is good.

Children are happy and secure in the childminder's inclusive and welcoming setting. They feel confident through supportive relationships with the childminder and she establishes effective partnerships with their parents and other professionals. Documentation, such as policies, procedures and children's development records is well maintained and the childminder is developing systems to monitor and evaluate the quality of her provision. The childminder has a good understanding of the welfare, learning and development requirements of the Early Years Foundation Stage and she is committed to providing high quality experiences for children to learn through play.

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

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

- develop ways to share information about children's achievement with parents and encourage parents to share what they know about their child
- develop the systems for evaluating and monitoring the quality of the provision, seeking the views of children and parents

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

Children are safeguarded well because the childminder understands her role in protecting them from abuse and neglect and she has undertaken recent training to update her knowledge in this area. Clear safeguarding procedures are known by the childminder and she ensures relevant contact numbers are easily accessible should she need to report any concerns or allegations. Children are supervised at all times and the childminder closely observes their play, enabling her to plan for the next steps in their learning. Well organised record keeping systems ensure

children are kept safe, protected and supported. Risk assessments are completed to keep children safe on outings, in the home and garden, with identified potential hazards minimised. Resources and activities are organised very well to offer good learning and development opportunities to the children, enabling them to make progress in all six areas of learning. Equipment and space are utilised to good effect, depending on the children's individual needs. The childminder skilfully manages the children's safety alongside their growing need for independence. For example, babies are able to express their curiosity by freely and safely exploring their surroundings and accessing what they need. At appropriate times, she creates safe space for them to play without being disturbed by older children's activities. Opportunities are regularly offered to support children's good health and they benefit from daily walks in the fresh air to local places or playing in the childminder's garden, whatever the weather. The childminder is aware of the need to evaluate the strengths of the provision and identifies areas to improve, although does not yet fully involve parents and children in this process. Recommendations from the last inspection have been addressed and the childminder is committed to continuously improving outcomes for children. The childminder updates her skills and knowledge, through ongoing training, networking with others and being aware of any changes that may affect her role. She has a clear knowledge of the legislation to which she works, with full regard for children's welfare, learning and development. She demonstrates her knowledge of children's unique abilities through detailed recording of their development, along with lovely photographs to illustrate her observations. Photographs are shared with parents along with a personal daily diary for the youngest children to enhance communication about children's individual needs. Chats take place each day so that parents are involved in what their children have been doing and they know they can view their child's records at any time. However, parents do not routinely contribute to these records, either when their child first starts or as part of the exchange of information. Parents express their satisfaction with the service and the care of their child through complimentary letters. For example, they comment that they feel involved in what their child is doing. They give praise for the childminder's flexibility, the quality of the activities, their child's safety and healthy food. Parents say that they learn a lot from the childminder and this helps them in their role. The childminder is proactive in establishing links with other settings children attend in the Early Years Foundation Stage.

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

Children's art work displayed on the walls helps to make the setting interesting and welcoming. They demonstrate a sense of belonging by talking about their creations on display, such as their autumn and Diwali pictures. Children freely choose what they would like to play with from a wide range of toys, books and resources, many of which reflect the wider community. Children enjoy exploring man-made and natural objects in their play, such as in the treasure basket. They demonstrate that they feel safe and secure as they confidently play well on their own, with each other and with the childminder. The childminder knows when to join in and when to let children play undisturbed, such as when they are engrossed with small world toys. Children enjoy being in the care of the childminder and they demonstrate this

by being very comfortable and content. Good quality interaction helps to develop children's communication skills. For example, the childminder names objects for babies and she chatters constantly with the children, engaging them in conversation to extend their vocabulary. Children have regular opportunities to experience other social settings through visiting local toddler groups in the area. Children enjoy playing with play dough and they have lots of fun using suitable tools to cut and make patterns. They talk about safety when using scissors to cut the dough and they demonstrate the safe way to hold them. This leads to discussion about emergencies and children talk about how to dial the emergency services. Children have fun learning through play and the childminder enhances their knowledge through skilled teaching and interaction. For example, when doing jigsaws with children, she makes deliberate mistakes to test and develop their knowledge of shapes and colours. Children are very confident and they spontaneously burst into song, such as 'the okey cokey', encouraging everyone to join in. Children's health is promoted well and the childminder has a good understanding of nutrition, offering healthy meals and snacks and working closely with parents to ensure children's dietary needs are fully met. Children thoroughly enjoy being involved in their own snack preparation and they enthusiastically help to peel fruit and decide what they would like to eat. Policies, procedures and hygienic routines support children's personal needs and help to prevent the spread of infection. The childminder helps children to understand their own physical needs through discussion, such as when they may feel tired or hungry and she encourages children's independence and privacy in personal hygiene routines. They look at books together to help learn about what happens to food in their bodies and this prompts interesting discussion. Children give detailed explanations about why it is important to wash their hands and they know that 'germs make you poorly'. Meaningful praise is frequently given and the childminder gives plenty of individual attention to enable children to feel valued and special. She enables each child to feel included and manages mixed ages of children well, encouraging them to care about each other. House rules are displayed on a colourful poster and children show respect for each other and for their environment. Children use lovely manners without being prompted, saying 'thank you' and 'you're welcome' to each other. The childminder ensures children are purposefully engaged with suitable challenges for their development and this promotes good behaviour.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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