

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Angela Howard
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children aged 11 and eight years. They live in Handsworth, on the outskirts of Sheffield, close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities and the children's bedrooms on the first floor of the property is used for childminding. There is a fully enclosed play area available for outdoor play. There are a number of steps to the front of the property but there is soon to be disabled access to the rear of the property. Care is offered Monday to Friday all year round, excluding bank holidays.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age range. She also offers care to four children aged over five years to 11 years. This provision 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good quality activities and experiences ensure that children are suitably challenged and observations are of good quality. However, identified next steps are not always used rigorously to guide planning. Good partnerships between the childminder, other professionals and parents ensure children's needs are successfully met and their protection is assured. The childminder is highly motivated to improve her practice and has begun to use the Ofsted self-evaluation form skilfully, as part of the process to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system and use the children's next steps in learning to tailor activities to deliver personalised learning.

The effectiveness of leadership and management of the early years provision

Well documented policies and procedures, children's records and documents for the safe management of the setting are in place and are implemented successfully. Arrangements for safeguarding children are robust. The childminder is clear about her role and responsibilities, and the correct procedures to follow should she have any concerns about a child. She ensures her practice is under-pinned by up-to-

date knowledge, attending regular training courses related to child protection. The robust systems in place, to ensure people who have regular contact with children are suitable to do so, are fully implemented. The childminder is very careful in assessing potential risks and takes effective steps to prevent accidents. Clear detailed records, which are regularly reviewed and updated, help to monitor this. Resources and space are used well to support children's learning and help to provide a stable environment for children to access a wide variety of activities independently. The childminder has a good understanding of her role to promote equality and diversity. Children are learning to value differences and be kind and considerate towards each other. They play with many toys and resources that promote positive images of diversity, using these in everyday play situations. They are actively encouraged to talk about home and their experiences. This helps them to learn, appreciate and value each others' similarities and differences. There is a clear set of inclusive values and activities are differentiated to meet children's different learning styles and stages of development.

Communication with parents is a key strength, which ensures parents and children feel valued and welcome. The childminder ensures that she promotes a system that values communication and creates a sense of belonging for both parents and children. Her open-door policy and approach enables her to build strong relationships with the children's families. This ensures she understands and can plan in advance for the needs of each child. Parents praise the setting highly. Comments include, she is professional, trustworthy and absolutely reliable. She puts children's welfare first and it is a perfect setting for children to feel secure and happy. Photographs, wall displays and how the setting is presented each day gives parents a good insight into activities their children take part in. Positive links have been established with other settings offering the Early Years Foundation stage, to ensure developmental concerns do not present barriers to children's progress and enjoyment. The childminder has a good understanding of the strengths of the setting and areas for improvement, showing a clear sense of purpose and direction. She is committed to continuous improvement by developing her knowledge, reflecting on her practice, attending training and applying what she learns to enhance outcomes for children. All recommendations made at the last inspection have been addressed and successfully implemented to promote good outcomes for children.

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

The childminder has a good knowledge of the Early Years Foundation Stage and uses this well to plan activities to stimulate children's curiosity and enthusiasm. Observation and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress relative to their starting points and their next steps are accurately identified. However, this information is not always used rigorously to plan for children's individual learning journeys.

Children thoroughly enjoy craft activities. Today they make ladybirds with collage

materials, paint pictures of mini beasts and roll and mould dough in to snails. The children express themselves wonderfully through play as they care for dollies dressing, feeding and gently putting the dolly to sleep. They use their imagination well as they wash the dollies clothes, hang them on the line to dry and then decide to iron them. Children love to use play dough and thoroughly enjoy baking, weighing and measuring the ingredients themselves. They learn how to crack eggs when baking and find numbers on weighing scales. Children enjoy playing games, matching colours and shapes and through every day activities learn to count. The childminder is keen to ensure the welfare and education of children in her care is met at all times. She ensures all children are able to have fun, join in and be challenged on a daily basis. Therefore, children participate fully and their behaviour is good. They respond well to the childminder and are secure and very happy in her care. The childminder acts as a very good role model, listening attentively and speaking with respect. Children beam with pleasure when the childminder praises them and are aware that they are someone special to her. This results in children making good progress and developing a positive attitude to learning.

The childminder is very proactive in ensuring children remain healthy. She provides a well-balanced, nutritious range of food and has robust policies and procedures in place to prevent the spread of infection. Children get plenty of robust physical exercise. Daily, they go on walks, visit parks and access some form of physical play to help them practise their skills in movement, balancing and coordination. Outdoors, they access a very wide range of equipment to practise and refine their physical skills. Therefore, the children show good awareness of adopting healthy lifestyles, understanding the need for exercise and a healthy diet. Children are beginning to understand boundaries and to why they exist. They are well mannered and are beginning to share and take turns. They follow house rules and show a strong sense of security and feel safe within the setting. Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning to cross the road safely. As a result of the positive experiences they are receiving, the children thoroughly enjoy their time with the childminder.

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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