

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394474
<b>Inspection date</b>	11/01/2011
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her husband and their three children aged five years, two years and 10 months in Barnsley. The home is close to shops, parks, schools and public transport links. The children use the whole of the ground floor, with bathroom facilities on the ground and first floor. The children have access to a secure garden to the rear of the property. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. The childminder works with a registered assistant and together they may care for a maximum of nine children under eight years at anyone time, of whom no more than four may be in the early years age group.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are very well cared for in a highly organised and inclusive setting. The childminder works with an assistant at times and demonstrates a very good understanding of the Early Years Foundation Stage. This enables her plan for children's individual needs with a clear focus on their learning, development and welfare. As a result, they make excellent progress in all areas of learning. The childminder understands the setting's strengths and areas to improve and she continuously reflects upon and evaluates the quality of the provision. Positive partnerships with parents enable the childminder to promote the individual well-being of each child. She is aware of the importance of establishing links with others, where appropriate, to enhance opportunities for children's learning and development.

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

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

- develop the links with other settings that children attend in order to enhance opportunities in the Early Years Foundation Stage
- review the procedures for nappy changing to ensure children's good health is promoted, their privacy is maintained and odours in their environment are minimised.

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

The childminder has a secure knowledge and understanding of safeguarding children and she knows what to do in the event of any child protection concerns or allegations. All adults are thoroughly vetted for their suitability to work with children. The childminder keeps her knowledge up to date and undertakes relevant training, such as asthma awareness. Children are safe and secure through close supervision and detailed assessment of potential hazards. The childminder makes thorough safety checks of toys and play areas and maintains clear records of risk assessments. Secure procedures ensure children cannot be collected by anyone unauthorised and doors are kept locked. Children freely access the space they need to play and a very good range of resources is stored within their reach.

The childminder's very good organisation skills underpin all aspects of the work in the setting. Effective teamwork with the assistant enhances children's care and enables them to enjoy high levels of individual attention. Students on placement are well deployed to support the children and the childminder provides a professional role model to follow. Children are secure in their daily routine and this is adapted to suit their personal requirements. For example, children determine the pace at which they need to play, rest and eat. The childminder is aware of each child's developmental progress and this is discussed with parents in order to agree the next steps in their learning. Individual scrap books with lovely examples of what the children have done and photographs of their play are shared with parents frequently. Planning is comprehensive and detailed and is specific to each child's stage of development and interests. The childminder understands the need to develop links with others who have responsibility for the children, although these are not yet fully established with other settings that children attend. Systems for monitoring and evaluating the quality of the provision enable the childminder to reflect upon her practice. She is proactive in seeking the views of parents and children. For example, they write complementary letters to express their satisfaction at the high standard of care they receive.

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

Children enter the setting confidently and are very happy and content in the childminder's care. Children who are settling in are given plenty of support and reassurance, which helps them to settle easily. Older children assertively introduce themselves and ask the inspector why she is present. Secure relationships are in place between adults and children so that children are extremely confident in their play and make their needs known. Children happily free-flow around the setting and make independent choices about what they do. Children know the familiar routine of the day and there is an excellent balance of child-initiated and adult-led activities to fully promote their development across all six areas of learning. Sensitive, individual care for babies enables them to explore and learn safely and with reassurance from adults. Children's communication skills are highly

encouraged and new vocabulary is introduced through plenty of meaningful conversation. Children understand that they can communicate in other ways and have some knowledge of basic sign language. This helps them to appreciate other peoples differences and similarities.

Very well planned activities enable children to learn through play and the childminder ensures they have space and opportunities to explore and choose what they would like to do. For example, children thoroughly enjoy exploring the theme of 'transport' within art and craft activities, making wheel tracks in paint. They notice the different patterns small vehicles make in sand and compare wet and dry sand as they play together. Children talk about the different vehicles they use in the toy garage and they discuss what each emergency vehicle does. They look at books together and adults help them to name and discuss the different types of transport. Children enjoy a very exciting range of opportunities inside and outside the home. They eagerly get ready to play outside and they enthusiastically access the garden area to use wheeled toys, or to run and jump freely or kick balls. Older children show concern for their younger friends. For example, they help them with their shoes or look at picture books with them. Younger children enjoy the feel of a range of textures in manmade and natural materials and adults support their play through plenty of positive eye contact, chatter and friendly facial expressions.

Effective policies, practices and personal hygiene routines mostly support children's good health. Appropriate discussion encourages children to be aware of what they need, such as, a drink, a snack or a clean nappy. Adults use disposable gloves and aprons when changing nappies to prevent cross-infection. However, current nappy changing practice does not consider children's need for privacy or prevent odours from lingering in the play area. Children enjoy an excellent range of fresh fruit, healthy snacks and meals and the childminder works closely with parents to ensure all dietary needs are met. Menus take into account the needs of different age groups of children and the childminder has full regard for each child's personal requirements. Children enjoy listening to music in the background as they sit together for their meals and these are very happy and social occasions.

Positive strategies that children understand are used to manage behaviour and adults who work with the children demonstrate a clear and consistent approach. For example, they have gentle reminders in their play about the need to share and take turns. Methods, such as giving stickers and plenty of praise and encouragement, enable children to have high self-esteem and feel good about themselves. Simple 'golden rules' are displayed at children's eye level and these are positively reinforced within a book of photograph examples for children to help them understand acceptable 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	3
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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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