

Inspection report for early years provision

Unique reference number	EY357642
Inspection date	31/01/2011
Inspector	Yvonne Layton
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 2007 and lives with her family in Wombwell, Barnsley, South Yorkshire. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. Currently she is caring for two children in the early years age range. The childminder also offers care to children aged over five years.

The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed garden available for outdoor play. The family have two dogs and a rabbit. The home is accessed via two small steps at the rear door.

The childminder holds appropriate early years qualifications, including a National Vocational Qualification at Level 2 in early years and education and a Level 3 Diploma in pre-school practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time with the childminder. They make good progress in their learning and development and overall their welfare is strongly supported. The childminder has a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met. Links with parents and other providers are effective and help to ensure consistency in children's care and learning. Mostly proactive reflection and evaluation of all aspects of the practice ensure that the childminder has strong aspirations for developing the quality of the setting and for driving and maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- extend children's creativity and social awareness by providing further opportunities for them to explore and experiment with free expression art and craft, and integrate hand washing as part of the nappy changing routine
- further develop the culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear policy and knowledge of her responsibilities. She has a comprehensive set of policies which parents sign to confirm agreement. Security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. The childminder is very alert to children's safety and security especially with regard to the shared outside area. Detailed risk assessments, including for individual children's specific needs, ensure they are protected. Children's health is supported soundly as she has established hygiene procedures and routines.

Children are helped to make progress and their development is promoted as the childminder is fully conversant in implementing all aspects of the learning and development elements of the Early Years Foundation Stage. Play is purposeful as the balance of adult-led and child-initiated activities is effective. The children have opportunity to enjoy a rich variety of activities that enrich their learning and match the expectations of the early learning goals. Children's development is monitored well as the childminder completes individual written assessments which clearly identify their next steps.

Partnerships with parents are well established, which helps to create consistency between the home and the setting. They are provided with quality information about the care and education of their child through posters, information portfolios and newsletters. Each child has a personal daily diary and individual files. There is ongoing discussion about the care and learning of each child. Inclusive practice is promoted well and all children are included in activities. The childminder is confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully. Liaison with other providers is not currently established as no early years children attend other settings. The childminder demonstrates good knowledge of how she will establish links between settings in the future.

Children's learning and welfare benefit from the ongoing internal reflection and evaluation of every aspect of the provision by the childminder. She is extremely committed to the continued development of her own skills through training. The childminder is passionate about making sure children enjoy their learning and develop socially. However, she has little confidence in being able to relate what she does and achieves. This has a potential effect on how she demonstrates that outcomes for children are continually improved.

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

The childminder is keen to provide children with a positive experience and a sound base to support their learning. They are happy in the setting. Interactions are good. Children's learning is enhanced as the childminder and children develop

themes from daily events. They help to set up a tropical fish tank. Within this they research different types of fish, investigate other small creatures and undertake related creative activities such as making rainbow fish. A 'bubble' theme is developed after the children watch the airpipe in the tank and they then make bubbles using a bubble maker.

Daily routine, learning through play and outings to local amenities are used to promote children's learning. Photographs taken of vehicles are used as part of a transport theme and are used for discussion. On 'wellie walks' they investigate nature by completing 'bug hunts' and collect leaves and seeds for collage. They visit a pet shop to look at different animals. Children learn about the world around them and diversity through discussions and activities relating to different people and cultures supported by books, resources and creative activities. National and international celebrations and festivals are detailed on leaves on a celebration tree.

The children's understanding of colour, letters and calculation and their mark making development are supported within a variety of spontaneous, routine, child-led and focussed activities. The childminder supports children with phonics and early speech work. Creativity and exploration is promoted as all children enjoy access to a variety of planned art, craft and imaginative activities. However free expression in art and craft is not fully explored and their social learning is not fully promoted as the childminder has not introduced young children to hand washing after having their nappy changed. Children enjoy creative activities such as finger painting, collage, imaginative play and playing with small world figures. The children enjoy a routine story time, visits to the library, singing and rhymes and playing with puppets and these activities enhance their overall experience.

Children have a sense of self-worth as they follow the childminder's behaviour boundaries based on respect and kindness. They are learning to share and take turns. The childminder is alert to recognising children's individuality and different personalities. She is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self as well as a sense of belonging to a wider family group.

Children's health and safety is well promoted. The childminder has effective hygiene policies, procedures and routines, including discussions and consistent reminders about personal care. The children are protected and their welfare supported as the childminder integrates health and safety within activities and daily routine. For example, a 'stop, look and listen' song is sung prior to crossing the road. Children keep fit as they walk, visit local amenities and enjoy outside play in the park and home.

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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