

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Jane O'Callaghan
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 1988. She lives with her adult son aged 23-years-old on the outskirts of Sheffield. The whole of the ground floor, downstairs toilet, upstairs bedroom and side garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has 25 children on roll and of these eight are in the early years age range and eight children are within the compulsory part of the Childcare Register age group. The childminder is a accredited and is at present receiving funded education for two children in her care.

The childminder collects and takes children to local schools, visits parks and places of interest. She has a dog and cat as a family pets.

The childminder holds a level 3 qualification in childcare and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children demonstrate a strong sense of belonging within the provision and are fully included in all aspects of play and learning. Their individual care and learning needs are promoted to a consistently high standard, and their health and safety is successfully supported at all times. Consequently, children make significant progress towards the early learning goals. The childminder has very successful systems in place to ensure continuous improvements are made, promoting positive outcomes for all children in her care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the partnerships with other providers delivering the Early Years Foundation Stage for children, to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues. She is secure in her knowledge of identifying possible signs and symptoms of abuse. The childminder attends regular training in this area to ensure that her awareness of procedures to follow is always up-to-date. There are clear policies and procedures

in place to follow in the event of any concerns. Consequently, children are effectively protected from harm and neglect. Rigorous and comprehensive risk assessments are in place to ensure all children are safe and secure in the childminder's home and garden and on outings.

The childminder has a strong commitment to continuous improvement. There are highly effective systems in place to monitor and evaluate her practice, through self-evaluation, close liaison with parents and children and a commitment to continued training and professional development.

The childminder has begun to make good links with other early years settings the children attend, although these are not fully implemented. She has developed a very secure and successful partnership with parents and carers. The comprehensive range of policies and procedures that reflect the individuality of the setting are shared with parents from the outset. Regular feedback keep parents well informed of proposed outings and planned activities, and encourage parents to comment about the provision. Recent parent feedback sheets and discussions at the visit have provided very positive comments and demonstrate that parents are extremely happy with the level of care and education provided. They highly value the 'relaxed and happy' home environment that their children enjoy. Parents with younger children are also provided with daily diaries, which they find very helpful and an excellent tool to exchange information when time is limited.

An excellent range of high quality resources are fully accessible for children to choose both inside and out to promote children's all round learning and development. The environment has been thoughtfully and effectively organised and all children are able to independently access all resources, which are clearly labelled. Very good use is made of the garden and the local environment to ensure children learn about their community, and enable them to explore the natural world. Children can access a wide selection of toys and activities to reflect the world around us. They are also given lots of opportunities to celebrate different cultural festivals and learn about and understand the diverse society in which they live.

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

Children flourish in this inviting and stimulating environment. They are extremely well settled and happy and enjoy a warm and trusting relationship with the childminder. Children remain engaged in their play for prolonged periods and demonstrate excellent independence and involvement. Children develop very good communication skills though the high level of interaction with the childminder throughout the day. They listen extremely well and express their thoughts and feelings freely. Children talk about the worm they saw on the way back from school and how they want to go out in the garden to find more later.

Children make creatures out of dough and are clearly focussed and interested. The childminder engages them in discussion bringing in new vocabulary and

information about the natural world, as they make dolphins and find fins to put on them. They make different shapes using the selection of cutters and rollers. Children say they have made nice yellow clouds and tell their friends that clouds are in the sky. Children are totally enthralled as they use their imagination when making the shop and the cafe, offering people cups of tea and set out all the pots and pans on the make table. They are keen to show their friends their 'Batman' outfit and together run around chasing each other and having races. They are encouraged by the childminder to take turns in who goes first when racing. Children love to play doctors and pretend to listen to each others tummy after lying down on the toy bear and giggle as they press the toy instrument onto each other. They excitedly get out the farm animals and each choose one to go in the toy tractors and tell each other that their tractor is green and that it is bigger than the red one.

The quality of planning for individuals, observation and assessment is excellent. Planning involves themes some of which have been chosen by the children. They consist of themes about transport where they ride on buses, trams and trains, also about people that help us. They visit many people, such as, doctors, fire people, dentists and vets and learn and take pictures of how they help us. Comprehensive records are in place for each child. From the outset parents provide written information about their children's interests, about the family and the child's development to date. Regular observations are recorded, clearly linked to all areas of learning and include next steps for development. These are used to plan play that promotes children's learning through activities that interest and motivate them successfully.

All children show a strong sense of security in the childminder's home. They successfully learn about keeping themselves and others safe through activities and reinforcement. They explain to the visitor how they know to thank the driver when they let them cross the road and how they have to 'look and listen' before crossing the road. The childminder also has a very in-depth evacuation plan and displays this and records and regularly practises fire drills, to ensure that all children are fully aware of the evacuation procedure. Children learn to adopt very healthy lifestyles to ensure they develop a secure understanding of health issues as they grow. Children are encouraged to wash their hands before snacks and there are posters displayed to remind them. The childminder offers children nutritious home made meals and they also help to make their own bread. They all have their own drinking cups and recognise each others and hand the correct ones to their friends. They have excellent opportunities for exercise and fresh air on a daily basis. Children use physical equipment in the large garden and use the local parks to explore, climb and balance.

Children are very polite and well mannered. The childminder has high expectation for children's behaviour, which is exemplary. She is a positive role model and is consistent in her approach. Children enjoy lots of positive reinforcement and praise as they share and take turns when playing. The setting is very child orientated and children are seen to have lots of fun in the friendly environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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