

Inspection report for early years provision

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Inspection date	15/02/2011
Inspector	Sue Riley
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1995. She lives with her husband and teenage son, in a suburb of Sheffield. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for five children, of whom, four are in the early years age range. All children attend on a part-time basis. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder holds a recognised early years qualification. She is a member of an approved childminding network and currently receives early education funding for three- and four-year-olds'.

Most of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There are a few steps up to the front door, but access is mainly through the back door. Toilet facilities are provided on the first floor. The family has a pet guinea pig. The childminder walks or drives to the local schools to take and collect children. She attends the local childminding support group. 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.

Children are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them well and values them as individuals. The childminder has developed a sound close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Although, partnerships with other providers of care and learning for the minded children are not well established. Most aspects of children's welfare are suitably promoted which means that children are fully safeguarded. The childminder has acted upon the recommendations made at the last inspection and is reflecting more on her practice to help towards maintaining ongoing improvement of the service she offers.

What steps need to be taken to improve provision further?

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

- extend partnerships with other providers delivering the Early Years Foundation Stage for children so that relevant information is shared to ensure progression and continuity in learning and development across different settings
- extend the risk assessments for outings to ensure relevant information is carried to fully protect children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder understands her role to protect them from harm. The childminder has a sound knowledge of safeguarding issues. She has a written detailed statement of the procedures to follow if she was concerned about a child. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. The childminder demonstrates ambition, vision and drive to develop the provision further. She has started to develop a system of self-evaluation and is effectively reflecting on her practice, identifying strengths and areas for development to maintain continuous improvement within her service. The childminder attends regular training to continually improve her own knowledge and understanding around caring for children.

The childminder effectively maintains all her records and policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure and are organised well. Systems are in place to review all policies and procedures to ensure they are kept up-to-date with current guidance. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. However, when on outings with the children the childminder does not carry sufficient information with her to fully safeguard them. Through sensitive discussions she helps young children to understand ways to minimise the risk of harm to themselves. They practise the emergency evacuation procedures to raise their awareness of what to do in the event of a fire. An excellent range of resources are readily available for the children and they are able to make their own choices about what they would like to do and play with. This practice promotes their independence. The childminder ensures she can supervise the children at all times.

Children's welfare needs are met and they achieve well as the childminder adapts activities to ensure they can all participate. The childminder has appropriate systems to monitor children's progress in relation to their starting points. Observations and assessments are ongoing and information is used to plan for the next steps for children taking into account their abilities, likes and dislikes. Parent partnerships are promoted through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. This helps the childminder to meet children's needs consistently and provide continuity of care. Parents are fully aware of the childminder's practice, as they are provided with information about all the childminder's policies and procedures at the start of the placement. Parents are kept informed about their child's activities through verbal discussions and the sharing of their development files. However, partnerships are not in place with other settings that minded children attend so the childminder is not able to fully support these children in their care and learning. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The

childminder addresses diversity to help children understand the society they live in. For example, children play with dolls that reflect disability, so they can begin to understand what it is like to walk with crutches.

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

The childminder demonstrates a sound knowledge of the learning, development and welfare requirements to promote children's learning and care. She has a good understanding of how children learn through play and how they develop. The indoor and outside environments are set up for children's learning, which allows them lots of free choice of activities and resources. The childminder is very warm and welcoming to the children, thus providing a safe emotional environment where children feel secure. Activities are planned, based on the observations and assessments of the individual children. Children are taught about safety issues as part of the daily routine. For example, when out and about in the local community they learn about road safety. Children are well behaved and are being encouraged to share and take turns. For example, when playing a game with the childminder, the childminder explains the rules of the game and asks 'Whose turn is it next?', thus, making the children think for themselves about whose turn it is.

The good health and well-being of children is positively encouraged. Most meals and snacks are provided by the childminder and she demonstrates a good understanding of healthy eating. Some parents choose to provide a packed lunch for their children. Children are encouraged to follow suitable hygiene routines to prevent the risk of cross-infection. The childminder has books that she reads with the children to help them to understand the need for hygiene routines. Children are taken out daily for walks to parks or visitor attractions, so they feel the benefits of fresh air and exercise.

Children learn good manners as the childminder encourages the use of them through role modelling. For example, by using 'please' and 'thank you'. When the childminder praises the children they respond well to this and benefit as it raises their self-esteem. Children are very confident and their independence is promoted at all times. They demonstrate a positive approach to learning, for example, they ask to do a sticky picture and really concentrate as they complete their chosen activity. As the children look back at the photographs they recall their happy memories of the activities that they have done with the childminder. Children's communication skills are good and they listen well to the story being told by the childminder, who asks them questions throughout to enable them to gain a better understanding. The childminder encourages children to use signing as another means of communication. When playing with the magnets the children have fun as they learn about the magnetic forces. They realise that they can move the magnets without touching them through the pushing and pulling affect. When playing the children demonstrate that they understand about size as they talk about two big horses and a small one, also when completing the sticky pictures they measure green triangles to see which is the biggest. With going out and about in the local and wider communities the children learn about the wider world.

In one of the local parks they feed the ducks and squirrels and learn that they have to stand very still.

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	1
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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