

Inspection report for early years provision

Unique reference number	300269
Inspection date	16/02/2011
Inspector	Sue Riley
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her husband, 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 nine children, of whom, three are in the early years age range. All children attend on a part-time basis. The childminder supports a number of children who speak English as an additional language. 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.

The ground floor rooms of the house are used for childminding along with the bathroom and one bedroom on the first floor. There is an enclosed garden for outdoor play. The family has a dog and a guinea pig as pets. The childminder walks to the local schools and nurseries to take and collect children. She regularly attends the local parent and toddler group and childminder 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 all children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them very well and values them as individuals. The childminder has developed a good, 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. Most aspects of children's welfare are suitably promoted which means that children are mainly safeguarded. The childminder is starting to use the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

02/03/2011

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

- ensure essential records and information is taken on all outings.

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 is 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. 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. Due attention is given to risk assessing outings with the children and a clear procedure is in place to guide practice when out in the community. However, the childminder does not have a system in place to ensure she has relevant information with her when out and about with the children. Effective safety measures are in place with regard to the premises. The door to the house is kept locked and the gate outside in the rear garden has locks fitted to prevent unwanted visitors from entering the premises, ensuring children are safe.

Most of the required records and documents for the safe and efficient management of the children are in place. However, the childminder does not gain written consent from parents for the seeking of any necessary medical treatment or advice. Thus, she is unsure of their wishes. Confidentiality is maintained and documents are kept secure and are well organised. Detailed policies and procedures are in place and these are reviewed regularly or as any changes are made. 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 knowledge and understanding of caring for children. Through sensitive discussions she helps young children to understand ways to minimise the risk of harm to themselves and others. Children are learning about road safety in a positive manner. 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 to their potential as the childminder adapts activities to ensure they can all participate. The childminder has systems in place 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.

The childminder develops positive relationships with parents and children and this contributes to inclusion, meeting their needs consistently and providing continuity of care. Parents express their approval of the care their children receive through discussion, written references and cards. At the start of the placement the parents are provided with information which includes all the childminder's policies and procedures. This ensures parents are fully aware of the childminder's practice.

Parents are kept informed about their child's activities through verbal discussion and the sharing of their development files. Also the childminder keeps a daily journal for each child and parents use these as a method of two-way communication as they record their comments for the childminder.

The childminder treats all children equally, but is very aware of their individual needs and levels of understanding. She talks to parents to ensure she has a sound knowledge of each child's background and needs. She has learnt key words of the children's first language to enable them to settle and gives them a sense of belonging. The childminder makes the most of diversity to help children understand the society they live in.

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

Children are making good progress in their learning and development. The childminder demonstrates a sound working knowledge of the Early Years Foundation Stage and how children learn and develop through playing. She allows them to choose what they want to do and is able to extend their learning through these activities. For example, when reading a story to the children she encourages them to join in with the repeated refrains and key words. The childminder has systems in place 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. The indoor and outside environments are set up for children's learning. This allows children lots of free choice of activities and a wide range of resources.

The childminder is warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. The younger children are encouraged to share and take turns in a positive manner and are praised for this, which helps to raise their self-esteem. They are encouraged to use their manners. The children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. The meals given suggest that a balanced, healthy diet is provided. The childminder considers all dietary needs and takes these into account when planning the menus for the week. Children are encouraged to play outside, taken for walks or visit the local parks for more physical challenge, so they feel the benefits of fresh air and exercise.

Children are very confident within the childminder's home. They explore the environment and resources and are very aware of where things are stored. They have a lovely time with the cereal in the play tray and make pretend meals as they extend their learning to the play kitchen. They fill the containers and cook them in the oven. The younger children just enjoy scooping up the cereal and watching it fall. The concentration levels of children are very good as they play with the cereal. Children are encouraged to help with the tidying up of the cereal and the older

children use the battery hand held carpet cleaner to sweep up the cereal off the floor. The children are very well behaved and are caring towards each other. The older children understand that they have to take turns and share the resources.

Most of the children do not speak English as their first language. The childminder uses key words that are familiar to them so they feel secure. The children are confident with language and speak well. They listen to stories and respond to instructions. For example, "It's tidy up time". They play games like 'Silly Soup' to help them begin to link sounds to letters. As the children make the play dough they notice change. For example, as they mix the flour and water they notice that it gets harder to stir as they add more flour. The older children have a wonderful time as they start making the play dough as they use their hands to mix and rub out the lumps of flour. The younger children are not so sure, but do try. They wash the pots that they have used to make the play dough and they enjoy this experience as they make their own bubbles and spend time just experimenting with water.

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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