

Inspection report for early years provision

Unique reference number	300112
Inspection date	17/02/2011
Inspector	Cathryn Parry

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 1995. She lives with her husband in the residential area of Broomhill in Sheffield. The premises are accessed by a flight of steps. The playroom and bathroom on the ground floor, kitchen/dining room, conservatory and hallway on the first floor and the bathroom and one bedroom on the second floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a dog as a pet. The childminder cares for children on weekdays from 7.30am to 6pm for 49 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two child in this age group. She also offers care to children aged over five years and is currently minding five children in this age group. The childminder is registered to care for one child aged under eight years overnight at any one time. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends one toddler group and runs another on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel secure as the childminder provides a welcoming and safe environment. She ensures all children are included in the range of activities. The wide variety of resources gives all children the opportunity to make good progress in their learning and development. Most areas are well resourced. Systems for monitoring children's progress are being developed. The childminder evaluates the learning and development opportunities she provides to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems for monitoring children's progress, including consistently matching observations to the expectations of the early learning goals
- improve resources and activities to nurture children's understanding of peoples different needs.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures. Therefore children are well protected. Risk assessments take place on a daily basis within the childminder's home and for any outings undertaken. These effectively reduce the chance of accidents occurring. The childminder furthers her childcare knowledge by attending training and working closely with other childminders. This has a positive impact on the quality of the care and education she provides. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe.

A pro-active relationship between parents and the childminder results in clear aims being met for the individual needs of children. The childminder currently does not have the need to liaise with other professionals. However, she welcomes such relationships to ensure individual needs are met. At the moment there are no children attending on a regular basis who access care and education in more than one setting. The childminder demonstrates a suitable understanding of the benefits of having regular contact with other practitioners should this occur in the future.

The childminder evaluates the learning and development opportunities she provides well. Parents and children give feedback in a variety of ways, including written questionnaires. She reflects on any training she might benefit from or any new resources she might need. This enables her to meet the needs of those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on safeguarding children.

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

The childminder demonstrates clearly that she has good understanding of the Early Years Foundation Stage. Photographic evidence and the range of resources show that each of the areas of learning is being covered. The childminder provides a positive role model through her own enthusiasm for interacting with the children and having fun. She uses a consistent approach to managing behaviour, which takes into account children's understanding and maturity. The childminder's positive attitude to equality and diversity ensures children have a good awareness of the wider community. This is supplemented with a variety of resources and activities reflecting different cultures and traditions. However, there are few resources showing positive images of people with disabilities. This has a negative impact on raising children's awareness of different needs. Children have a growing understanding of the world that they live in through a variety of well-planned and spontaneous activities. An example of this is where they go strawberry picking. Children are starting to recognise the alphabet through a range of activities, including cutting letter shapes out of the play dough. They match and identify shapes using shape-sorting resources. A variety of creative activities promote children's self-expression and gives them opportunities to explore their senses.

Children develop their skills for the future as they use interactive resources and access carefully chosen computer games.

The childminder has a good knowledge of the individual children in her care and plans and provides activities that will meet their needs and interests. She has created developmental files for children, which include observations and photographs. These show that each of the areas of learning is covered. But she does not always link them to the expectations of the early learning goals. This has a slightly negative impact on her being able to monitor children's progress.

Large windows in the playroom enable children to benefit from natural light whilst playing indoors. The childminder gently reminds children not to rock on their chair in case they fall and to tidy up toys from the floor in case they trip. Consequently, children are starting to identify dangers and take responsibility for their own safety. They develop and test their physical skills through stimulating daily indoor and outdoor experiences, such as kicking a ball around. A varied menu encourages children to have a good awareness of healthy meal options and the opportunity to try different foods, such as blueberries. The childminder promotes good practice to prevent the spread of infection and keep children healthy. Examples of this are where she encourages hand washing before eating and ensures children who are ill do not attend. Relevant documentation with regard to health, including consent forms and information regarding special dietary requirements are in place. This has a positive impact on children's well-being.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met