

Inspection report for early years provision

Unique reference number	300063
Inspection date	17/02/2011
Inspector	Karen Cooper
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 1997. She lives with her teenage child in a suburb of North Sheffield, within walking distance of local schools, parks and other amenities. The ground floor rooms of the house are used for childminding and there is a fully enclosed garden available for outdoor play. The family has a cat.

The childminder is registered to care for six children at any one time. She currently minds two children, one of whom is in the early years age range. Both of the children attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-settled and good relationships have been formed between the children and the childminder. Children have access to a variety of age-appropriate toys and resources which help them to make good progress in their learning and development. Positive relationships between parents and other practitioners ensure individual children's needs are well met. Documentation is mostly effective. The childminder has implemented an effective system to self-evaluate her setting and demonstrates a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to include review dates
- improve the range of resources within the everyday environment to extend children's awareness of people with disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of procedures to follow in relation to child protection and safeguarding. She is aware of the various signs and symptoms of abuse and of the procedure to follow should she have a concern about a child in her care. The childminder carries out daily checks and regular risk assessments on all aspects of the home used by the children and all outings to enable them to play safely. However, the risk assessment record does not include the date of review to ensure children's safety is fully protected.

The childminder is experienced and demonstrates a commitment to continuous improvement. She has attended training and several workshops to update her knowledge and skills including, the Early Years Foundation Stage, Level 2 Teaching Assistant course, positive parenting, behaviour management, every child is a talker, creating an enabling environment, simple sign language and first aid. The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form. This process enables her to clearly identify the strengths of her setting and any areas for improvement. The environment is utilised to its full potential to provide children with choices about where and what they wish to play with. Toys and resources are rotated on a regular basis to ensure children remain interested. The planning of activities is flexible and develops through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities. Children are helped to consider and value diversity, for example cultural background. They have access to a range of resources, play opportunities and activities which acknowledge cultural differences. However, resources are limited with regards to helping raise children's awareness of people with disabilities.

The childminder has a good range of written policies and procedures in place which she ensures are shared with parents. She works well in partnership, sharing information regularly with parents to maintain a two-way-flow of information. The childminder places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. She seeks parental opinions and input on a regular basis to enable her to monitor and develop the service provided. The childminder has a clear system in place to gather information from parents regarding children's individual needs from the onset and effective settling in arrangements ensure children are happy to be left with the childminder. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children and has formed strong links with the local school, nursery and other childminders to ensure children needs are well met.

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

Children happily take part in a variety of interesting play opportunities, helping them to develop in all areas of learning. The childminder supports the children well, enthusiastically interacting and responding to their needs. Children confidently explore their environment and independently choose toys and activities. The childminder's knowledge of each child's preferences ensures that their individual needs are well met. She ensures that children learn to show consideration for others and to be kind to each other. Children are encouraged to feel good about themselves because the childminder praises them for their behaviour and efforts. She plans a range of interesting activities and regularly carries out observations on the children's progress. Information is well-presented in individual folders and shared with parents to ensure they are fully informed of their child's progress and development.

Children have formed good relationships with the childminder and are relaxed and settled. This enables them to make good progress in their personal, social and emotional development. They are keen to join in the activities, for example, they learn about colour, size, texture and have fun creating different shapes using play dough. Children become skilful using different tools, such as, rolling pins, cutters and scissors. Simple mathematical concepts are introduced throughout their play, for example children enjoy listening to familiar books about numbers. They use their fingers to count the pictures and enjoy joining in action songs. The children's imagination is fostered well during role play, as they re-enact life at home, cooking, dressing up and playing with various dolls, cuddly toys and small world people. They access a good range of books and the childminder talks and listens to the children, motivating their language skills. The childminder plans outings that interest the children, such as, visits to the children's centre, toddler group, park, toy library and walks to the local field to feed the horses. Children also learn about the environment. They have planted tomato seeds and carrots and watched as they grow. They learn how animals hatch from an egg because they have played with toy eggs and watched 'creatures' gradually emerging.

Through activities and daily routines children become aware of healthy eating and good hygiene practices. Food is mainly provided by parents which the childminder ensures is stored appropriately. Children are reminded to wash their hands at appropriate times during the day. They are well-cared for if they have an accident and there are effective procedures in place to protect them from illness and infection. Children develop their physical skills through a range of outdoor activities. They have access to the garden on a regular basis where they benefit from a good range of toys and equipment which help to foster their good health.

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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