

Inspection report for early years provision

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Inspection date	02/03/2011
Inspector	Angela Howard
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 husband and two adult daughters. They live in Darton, on the outskirts of Barnsley, close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities on the first floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age range. She also offers care to three children aged over five years to eleven years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The childminder organises her day to focus on the needs of each child. Children feel very secure and have good self-esteem; they confidently initiate their own play and enjoy the range of interesting activities on offer. They are making good progress in their learning in a stable, supportive and stimulating environment. The childminder is highly motivated to improve her practice and has begun to use the Ofsted self-evaluation form appropriately, as part of the process to promote 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 use of self-evaluation to develop a culture of reflective practice
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

A systematic approach to safeguarding, protects children and reassures parents. The childminder has a good understanding of her role in protecting children and that this is her first priority. She has robust procedures in place and her willingness to make records of existing injuries and to discuss these with parents, ensures any concerns are dealt with promptly. The childminder has robust systems in place to ensure people who have regular contact with children are suitable to do so. All

visitors to the setting are asked to record personal details including the purpose of their visit. The childminder is very careful in assessing potential risks and takes effective steps to prevent accidents. Clear detailed records, which are regularly reviewed and updated, help to monitor this. The childminder has developed a wide range of good quality policies and procedures which enable parents to understand how the setting operates on a daily basis. The environment is organised well to allow children to choose and extend their own play, developing their independence and self-esteem. However, although the outdoor activities offer children the freedom to explore and be physically active, it is not used fully to give them opportunities to explore the six areas of learning in different ways from indoors. The adult ratios positively support children's care, learning and development because the childminder is able to offer plenty of one-to-one care. Children have a strong sense of belonging and have a strong bond with the childminder, helping them to feel settled and valued. They are actively encouraged to talk about home and their experiences. This helps them to learn, appreciate and value each others' similarities and differences. Children's progress, relative to their starting points, is effectively monitored to ensure there is no under achievement and that any sign of difficulty receives appropriate action. She has plans in place for older children to learn about celebrations from around the world and has a good range of resources for younger children that reflect positive images of diversity.

The childminder consults with parents daily, and actively works to include parents in gathering information about their child. This information is used skilfully to help plan for each child's individual needs. Parents' comments, recorded in questionnaires demonstrate that they are happy with the care and education their children receive. Comments include, 'I had heard good reports about the childminder before using her', 'my child loves coming' and 'my child has learnt so much and come along way'. The childminders open-door policy and approach enables her to build strong relationships with the children's families. This ensures she understands and can plan in advance for the needs of each child. There are good systems in place to engage with external agencies and other carers to ensure children get the appropriate care and support they need. The childminder is very motivated and keen to improve outcomes for children. She welcomes advice from the local authority development workers and other professionals. She is committed to continuous improvement by developing her knowledge, reflecting on her practice, attending training and applying what she learns to enhance outcomes for children. All recommendations made at the last inspection have been completed. However, the content of the self-evaluation documents to support her reflective practice are very much in their infancy.

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

Children are very sociable and have formed firm friendships with their peers. They move freely and enthusiastically from one activity to another and tend to their own personal needs very well. The relationship between the childminder and children is very warm and caring. They are very happy, content and show lots of pleasure, laughing, giggling, smiling and inviting the childminder into their play. Observation

and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress, relative to their starting points, and their next steps are accurately identified and used to inform planning. This ensures children succeed and that activities are well matched to the full range of children's individual needs, encouraging them to become active learners. Children thoroughly enjoy playing games on the computer. They skilfully use the mouse and keyboard to follow the story on screen and to respond successfully to verbal instructions to take part in the activities. Children follow their interests with perseverance and have confidence in what they do. They show excitement as the shark appears on the computer screen and the mermaid swims out of the boat. Through this keen interest in computer activities even the youngest children are beginning to develop knowledge and understanding about letters and shapes. Children dance and move with gusto to the music programme on the television and love to sing along to favourite tunes. The childminder is keen to ensure the welfare and education of children in her care is met at all times. She knows each child very well and ensures all children are able to have fun, join in and be challenged on a daily basis. Therefore, children participate fully and their behaviour is good. Children use their imagination well when they play with role play equipment re enacting their own experiences, for example, pretending to cook dinner and make cups of tea. Children express themselves clearly through drawing, writing, reading, retelling stories and recalling events or special memories. Consistent positive interaction enables children to feel safe to help them thrive and make good progress in their learning.

Children behave in ways that are safe for themselves and others, and they are developing an understanding of danger and how to keep themselves safe. They learn how to cross the road safely and indoors they know house rules are there to keep them safe. They are beginning to understand that they should not climb, push each other or leave toys all over the floor. The fire drill is routinely practised to help children understand that at times they need to follow instructions. This is further reinforced with discussions about the dangers of fire. The childminder is proactive in ensuring children remain healthy and understand the benefits of a healthy lifestyle. She provides a well-balanced, nutritious range of food and has robust policies and procedures in place to prevent the spread of infection. Children get plenty of rigorous physical exercise. They access some form of physical activity daily and routinely visit play areas to practise their skills in movement, balance and coordination. Outdoors they access a wide range of equipment to practise and refine their skills. Children love to dance and sing action songs, which helps them to develop some control of their bodies as they move in a wide variety of ways. Children feel good about themselves and behave well towards each other. The childminder acts as a good role model listening attentively and speaking with respect. She uses positive methods to manage behaviour and distracts younger children swiftly. This results in children developing a good awareness of their place in society and ensures they are well equipped with the skills in order to secure future learning.

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	3
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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