

Inspection report for early years provision

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| Unique reference number | 302688 |
| Inspection date | 03/03/2011 |
| 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).

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 1999. She lives with her adult son 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 childminder is registered to care for a maximum of four children at any one time and is currently minding one child in the early years age range. She also offers care to one child aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a very good partnership with parents and takes time to develop a good understanding of children's individual needs to promote inclusive practice successfully. A good range of experiences and activities, indoors and outdoors, make it a very interesting environment which encourages children to be active learners. The childminder's good attitude and commitment to her work underpins her ability to improve.

What steps need to be taken to improve provision further?

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

- continue to develop ways to reflect on practice to improve the outcomes for children
- develop resources that reflect positive images of diversity to help raise children's awareness of difference and the wider world.

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 rigorous systems in place to ensure people who have regular contact with children are suitable to do so. All adults residing on the premises are vetted and any visitors are supervised at all times and details of the times of the visit are recorded. The

records, policies and procedures are very well organised and are highly effective in supporting the childminder's service. Children's safety is a high priority in the setting. 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. This allows children the freedom to discover and learn safely. Children are learning to value differences and be kind and considerate towards each other. They have access to some books that promote positive images of diversity and the childminder responds to children's natural curiosity in an extremely positive, informative and matter of fact way. Children are actively encouraged to talk about home and their experiences. This helps them to learn, appreciate and value each others similarities and differences. However, the range of activities and play materials that represent positive images of diversity are limited.

Relationships between the childminder and parents fully support children's individual needs. Communication is thorough and written consents are in place for all aspects of children's care. Open, trusting and friendly relationships have been established. Therefore, all aspects of children's welfare are successfully met, ensuring they are safe and secure and are central to all that happens in the setting. Parents comments include, 'my child is incredible happy, which gives us as parents enormous confidence that we are also providing the best care for them' and 'my children's balance and coordination appears to be improving rapidly. I am sure this is due to the level of structure, play, reading and activities they do'. Children have also recorded their comments these include, 'my childminder has a very nice personality, she is kind, caring and helpful' and 'she is lovely and makes nice teas and dinners, she listens to me'. There are good systems in place to engage with other professionals to ensure children get the appropriate care and support they need. The evaluations made about practice, children's activities and snap shot observation records of children's progress show how keen the childminder is to continually improve outcomes for children. Self-evaluation is based upon accurate identification of some areas for improvement. The childminder is keen to enhance her service and outcomes for children. However, the self-evaluation documentation she has begun to use is in its infancy and does not yet show how changes impact on children's outcomes.

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

Children show a strong sense of security and feel very safe within the setting. They make good progress in their learning because they are happy and confident in the well-resourced environment. The childminder has good knowledge about how children learn and child development. She is implementing the Early Years Foundation Stage well and ensures children's natural curiosity is promoted as they explore and take the initiative in their learning. Children access a wide range of good quality play opportunities to develop their emotional, social, physical and intellectual capabilities. The childminder is well informed about children's

capabilities, starting points and individual needs, and recognises that every child's learning journey is unique. For example, the structure of the day and the planning of activities is flexible and tailored to the children's individual needs and interests. The observation records she has completed are of a good quality and clearly identify the children's next steps. High quality interaction and well-considered questions encourage children to fully participate. Children select books, spend time absorbing the pictures and seek out the childminder to share the book when they are ready to do so. The dialogue with them is rich and thought provoking. The children describe the pictures in the book, are encouraged to name colours, count and make the sounds of the animals they can see. Children spontaneously engage in an exciting game of catching a ball as it pops out of an electronic music toy. They giggle and squeal with delight as the childminder catches it and they guess what colour ball will appear next. The childminder uses these opportunities to extend their learning, by counting and using mathematical language, such as biggest and smallest. They compare sizes and count accurately and with good understanding. This enlivens children's curiosity and maintains their enthusiasm and results in children being well equipped with the skills in order to secure future learning. Children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the childminder. They feel good about themselves, show respect and are beginning to manage their own behaviour successfully.

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 have daily access to some form of physical activity and routinely visit outdoor play areas to practise their skills in movement, balance and coordination. Children learn effectively about what is dangerous and how to keep themselves safe. They practise crossing the road safely and help to tidy away toys to keep themselves safe. This ensures children learn some sense of danger in a secure and safe environment where they can explore and take risks safely.

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

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| 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

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| 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

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| 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

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| 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

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| 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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