

Inspection report for early years provision

Unique reference number	EY330410
Inspection date	18/02/2011
Inspector	Helen Blackburn

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 2006. She lives with her partner and 15-year-old twins in the Penistone area of Sheffield. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a dog as a pet.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in the early years age group. The childminder also offers care to children aged over five years to 11 years. She is registered by Ofsted on 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 good relationships with the children and parents and she understands the importance of working with others involved in children's learning and care. The children are happy and independent, their behaviour is good and they are beginning to learn about diversity and difference. A good range of documentation, policies and procedures contribute to promoting the safe and efficient management of the setting. The childminder's developing observation and planning arrangements contribute to children making steady progress in their learning. The childminder's commitment to promoting improvement is good and, in the main, her self-evaluation processes support her in developing her service.

What steps need to be taken to improve provision further?

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

- improve how observations are matched to the expectations of the early learning goals to help identify and plan for children's individual learning priorities
- continue to develop self-evaluation and quality improvement processes as the basis of internal review, especially around promoting ongoing professional development
- improve knowledge and understanding of the range of experiences and activities that help children explore, question and embrace all aspects of diversity and difference.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding and promoting children's welfare are good. She understands her responsibilities in protecting children from harm. For example, through accessing safeguarding training, she is aware of possible signs of abuse and neglect. In addition, through written policies and having relevant information on the Local Safeguarding Children Board procedures, she knows how to monitor and report any concerns. The childminder supervises all visitors to the home and she ensures all adults living on the premises complete appropriate checks. This contributes to keeping children safe and protected from harm. The childminder provides a safe and clean learning environment for children to play. She manages this through adopting good cleaning routines and by carrying out regular risk assessments and safety checks. This means she identifies any potential hazards and puts in place good precautions to minimise accidents. The childminder maintains a good range of documentation, policies and procedures. These contribute to promoting the safe and efficient management of the setting. For example, she records detailed information on individual children and her policies include how she manages children's behaviour and equality. The childminder utilises her time well so that she meets children's needs. For example, she builds into her day their individual routines, such as sleep patterns. This promotes continuity for children. In addition, through organising resources in boxes and on low shelves, children can make safe and independent choices in their play.

Overall, the childminder's commitment to developing her practice and service is good. For example, through working closely with early years professionals from the local authority, she has devised, updated and developed all her documentation, policies and procedures and addressed all the recommendations from her last inspection. This demonstrates her commitment to making improvements. In addition, she reflects on children's response to activities and uses this to plan for future experiences. For example, when recognising children enjoy painting activities, she provides more activities for children to express their creativity. However, although she is working closely with the local authority on developing her self-evaluation processes, there are still some gaps to consider, especially around her own training and development needs. The childminder ensures the self-evaluation is an inclusive process because she incorporates the views of children, parents and other professionals.

The childminder has good relationships with the parents. She effectively communicates with them and shares relevant information so that she knows children well. This means she is able to effectively meets their individual needs. Written policies and procedures provide parents with good quality information about the service children receive. The childminder encourages parents to be involved in their child's learning. She regularly shares her observations with them and parents have free access to their child's progress records. The childminder understands the importance of working with any other settings children may attend, other professionals or external agencies. This contributes to promoting

continuity in children's learning and ensures children receive the best learning opportunities possible if they need additional support or help.

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

The childminder has good systems in place for managing illness, infection and hygiene. For example, children develop a good understanding of effective hygiene procedures through everyday routines, such as, hand washing and brushing their teeth. The childminder supplements the meals parents provide with nutritious snacks and there are discussions and activities around why it is important to make healthy choices. The children have good and regular opportunities to be active and to access fresh air. This supports children's physical development and encourages them to lead a healthy lifestyle. For example, children go on regular walks, outings and play in the garden. These activities encourage children to move in different ways, such as running, jumping, climbing, stretching, rolling and balancing. Through activities, such as mark making, painting, posting shapes into boxes, building and constructing with bricks, children are developing their coordination and dexterity skills well.

The childminder has good relationships with the children. These relationships, alongside established routines and continuity ensure children feel safe and secure in their care. Through activities and discussions, the children are developing a good understanding of how to keep themselves safe. For example, the childminder reminds young children how to climb safely onto the chairs and they take part in fire evacuation practices. The children behave well and they have some opportunities to socialise with other children so that they develop positive relationships with their peers. This contributes to promoting their personal and social development. Through play and discussions children learn about right and wrong, such as, sharing and taking turns. The childminder makes good use of praise to celebrate children's achievements, which means they have good self-esteem and confidence. The childminder has some understanding of how she can help children learn about diversity and difference. For example, she has some resources, such as, books and posters, which provide positive images of some diversity issues. However, resources, activities and discussions are limited to help children learn about all aspects of diversity and the world in which they live.

The childminder has a sound understanding of the principles of observation, planning and assessment. Overall, her systems help her support children in making steady progress in their learning. However, the arrangements for linking her observations to the expectations of the early learning goals is not as fully developed enough to sufficiently help her plan for children's learning across all areas of learning. The children access a varied range of activities and experiences and this variety contributes to children being happy and enthusiastic learners. For example, children laugh with pleasure as they explore the paint, they enthusiastically shake and blow the musical instruments and they excitedly play with balls. The childminder is actively involved in children's play and she uses her time well to help children learn. For example, when looking at books, she introduces new words to young children and she encourages them to explore the

different textures within the book. In addition, the childminder is beginning to make use of some resources within the community to extend children's experiences. For example, children go on walks, visit the park and library.

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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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