

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Rachel Ayo
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives with her husband and their children aged seven and four years in the Wilthorpe area of Barnsley in South Yorkshire. Local amenities include schools, nurseries, parks and libraries. Shops and public transport links are close by. The whole ground floor of the property is used for childminding purposes along with a first-floor bathroom. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age group. There are five children being cared for in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends a number of groups during the week. She is a member of the National Childminding Association and holds the BTEC Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare very successfully overall, although certain requirements are not fully met. An extensive range of activities are planned meticulously across the six areas of learning and the systems for individualised observational assessment are generally superb. There is effective partnership working with parents in order to meet children's individual needs and promote inclusion. The childminder demonstrates a strong commitment to continuous improvement and has good systems for self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records clearly show each and every medicine that has been given (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 03/03/2011

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

- review the equipment used for nappy changing and enhance hand-washing routines to fully minimise cross infection
- ensure that the risk assessment includes anything with which a child may come into contact.

- develop partnership working with other providers.

The effectiveness of leadership and management of the early years provision

Overall, children are effectively safeguarded. The childminder keeps child protection training up to date to ensure that she keeps abreast of any changes. Hazards are identified and minimised effectively to promote children's welfare and good supervision levels are maintained, for example, while children access the climbing slope which takes them up to the slide. However, the written risk assessment does not include everything in which a child may come into contact. The home and garden are well secured and the childminder ensures that visitors sign in. She has good procedures for keeping children safe on outings and for transporting children in her vehicle. For example, parents are asked to provide and fit their own child's car seat to ensure this is done correctly and high visibility jackets are part of the equipment used. A wide variety of written health and safety policies and procedures are in place and these work well in practice in most aspects, although certain medicine records do not show a clear record of what has been administered. This is a breach of requirements.

The childminder has a strong commitment to equality and diversity. She fully considers children's individual needs, for example, within her planning and successfully meets these. She adapts activities by simplifying them or making them more challenging so that all children can take part. Positive images of all aspects of diversity are reflected in the setting, for example, through posters, books and cultural items associated with recent festivals, such as, Chinese lanterns which hang from the ceiling in the play room.

The childminder has accurately identified her strengths and highlighted areas for development in order to continue to improve outcomes. She has made very good strides since her last inspection and improvements have had a positive impact on children's care and education. For example, she has created more space and a bright and welcoming designated play room by having a conservatory added to the home and the garden has been creatively enhanced. Along with mandatory training the childminder has attended a wide range of additional courses, such as Busy Feet, which she implements effectively.

Parents are asked to share what they know about their children, such as: what they can do; self-help skills; what equipment they use, for instance, for sleeping purposes; and their likes and dislikes. They receive a copy of policies and procedures and there is an array of displayed notices. On children's first day back after the weekend parents are asked for an update of what they have been doing and anything else the childminder may need to know. Daily diaries inform parents about what their children do and parents take their child's profile home regularly and add comments to these. The childminder has not developed any systems at present to effectively liaise with providers delivering the Early Years Foundation Stage.

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

Children are exceptionally confident, happy and well settled. They are highly sociable and generally behave impeccably. Any minor disputes that generally occur due to their young age and stage of development are effectively dealt with. For example, the childminder sensitively discusses the importance of sharing toys and gently cajoles children into doing so. Children's self-esteem is highly fostered as a result of the childminder's superb positive reinforcement. All children received medals for taking part in the 'Mini Olympics' event which was reported on in a local newspaper. Award certificates are displayed, demonstrating to children that their achievements are valued and children get to choose a favourite sticker as a reward for being very kind. The childminder makes her own resources to provide innovative play opportunities that help children learn to keep themselves safe.

Children make excellent progress as a result of comprehensive planning and individualised observational assessment. Individual profiles evidence children engaging in exciting play opportunities delivered through a vast range of indoor and outdoor activities and innovative displays relating to Halloween, for instance, enhance these. Planning is extremely imaginative and based around excellent topics and themes which cover all aspects of the curriculum and the childminder skilfully incorporates children's next steps. Children are highly engaged in the setting which is made extremely bright, welcoming and extremely accessible, for example, with an array of posters, artwork and labelled tubs of toys.

Children's all round good health is generally promoted effectively. The childminder washes her hands and cleans the small plastic table before lunch and children wash their hands and use their own towel to dry them before eating. The childminder washes her hands after wiping runny noses indoors, although not when children are playing out. In addition, the equipment used for changing nappies does not effectively minimise cross infection. Although parents provide their children's food, the childminder has a good understanding of food health and safety and provides accessible drinks. Children effectively learn about a healthy lifestyle through interesting activities, such as, planting and growing, role play, fruit and vegetable printing and creating dough fruit and vegetables. There are extensive opportunities for children to benefit from fresh air and exercise. They clearly enjoy digging in the sand pit in the garden and there are further interesting resources, such as, a climbing wall and wooden balancing logs and beams. These offer good levels of challenge and develop children's confidence in their physical skills. Indoors, children excitedly ask for the singing bag which contains a range of puppets linked to songs, such as Incy Wincy spider. They enthusiastically join in with this imitating the childminder's actions.

Children are unquestionably developing the skills that will help them in the future as a result of the childminder's superior interaction. They use excellent language, given their young age, expressing themselves during imaginative play with role-play resources and as they converse with adults. Their early literacy skills are excellent. They ascribe meaning to marks as they meticulously draw recognisable

figures, such as, Mr Potato with clear body parts and facial features. They learn to recognise words, such as their name, by finding their labelled photograph to self register, and the childminder writes these on their pictures, linking sounds to letters to help children learn about phonics. The childminder introduces early mathematics as she asks toddlers how long the train is and counts the carriages with them. She talks about colours and shapes during a collage activity. Children's creativity is highly valued and they explore an inspiring range of media and materials. They paint jars and place candles in these which glow with different colours. They decorate baubles, look for insects, investigate shaving foam and spaghetti and create butterfly prints.

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (CR8). 03/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (CR8). 03/03/2011