

## Inspection report for early years provision

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<b>Unique reference number</b>	300043
<b>Inspection date</b>	31/03/2011
<b>Inspector</b>	Tracey Outram
<b>Type of setting</b>	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 1990. She lives with her husband and three adult children in a village to the north of Sheffield. The family has two dogs and a cat. The house is within walking distance of local shops, schools and other amenities. The ground floor rooms of the house are used for childminding purposes. The garden at the front of the house and the rear patio are available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time. There are currently five minded children on roll, and of these four are in the early years age range. 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 satisfactory.

The children are happy and confident in the childminding environment. They demonstrate a strong sense of belonging and play well alongside each other. On the whole, the range of activities provided is suitable and helps children to make steady progress in their learning. Partnerships with parents are positive and this helps her to meet the children's individual care needs. The childminder shows capacity for continuous improvement through her readiness to act on the recommendations made at inspection, and her willingness to attend further training.

## **What steps need to be taken to improve provision further?**

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

- use the information gained from parents and observations to plan experiences that support individual children's progress and development
- increase the range of outdoor play opportunities support children's interest and curiosity across all areas of learning
- ensure that the younger children have sufficient opportunities to build on all of the things they have already experienced and come across new and interesting challenges
- improve partnerships with other providers who share the care of the children to ensure consistency and continuity.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sound understanding of her role and responsibility in ensuring that children are safeguarded. All adults living in the childminder's home are vetted, and visitors to the home are recorded. Risk assessments are reviewed and any outings undertaken, such as walks in the locality and trips to the park are carefully considered in order to keep children safe. All mandatory paperwork is fully recorded and easily accessible upon request. This supports the smooth operation of the provision and has a positive impact on promoting the welfare of the children.

The childminder's home is well maintained and children are able to move around safely. This allows them to make some independent choices of the toys and equipment that are well ordered in stacked storage boxes. The childminder uses her time appropriately to interact with the children. However, the limited use of the outdoor play area does not fully support those children who learn most effectively through movement and activity.

The childminder has established friendly and trusting relationships with the children's parents. At the start of the placement she takes positive steps to make sure that they have a clear understanding of the childminding service by providing access to her detailed policies and procedures. The childminder talks to parents to ensure that she has a secure understanding of the children's backgrounds, routines and personal needs. Ultimately this helps her to provide an inclusive environment. She invites parents to share in their children's development by informing them of their achievements. However, they do not participate in making plans for activities or the children's future learning. As yet the childminder has not developed methods of communicating with other settings who share the care of the children. Consequently, there is currently no way of ensuring continuity and progression.

The childminder is new to the process of using self-evaluation to identify the setting's strengths and priorities for development. However, she is candid in some of her self-reflection and demonstrates a sound understanding of how improvements can be made to benefit the children.

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

The children form good relationships with the childminder and they show good cooperation in their play as they share, take turns and help one another. The children are well behaved and polite; for example, by saying 'thank you' to each other when they are passed toys. They enjoy making some choices in their play and they happily accept praise from the childminder, which successfully boosts their self-esteem and confidence.

The childminder knows the children well as a result of her friendly interactions.

However, she is yet to establish an effective system of using what she knows about the children's personalities and interests to influence the activity planning. For example, while the childminder recognises the younger children's eagerness to transport small objects, she does not fully exploit this interest. Consequently, they are not consistently helped to explore and come across new and interesting challenges.

The children's language skills are promoted appropriately. They enjoy the use of books and are introduced to new vocabulary through everyday routines and play. For example, during small world play the children name animals and fictional creatures such as a unicorn. In addition, the children accurately use single numbers and name colours and shapes. This contributes towards developing skills for the future. The childminder ensures that children enjoy a balance of adult-led and freely-chosen activities and resources such as musical instruments, blocks and mark-marking equipment are provided to help children represent their ideas in different ways. However, there are times during the session when the younger children lack some appropriate levels of stimulation.

The children learn about healthy lifestyles through making independent choices of healthy snacks, they follow routines, such as washing hands after visiting the toilet and they are encouraged to enjoy exercise, such as walking. They learn about safety through daily discussions with the childminder and practising fire evacuation procedures.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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