

## Inspection report for early years provision

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<b>Unique reference number</b>	302620
<b>Inspection date</b>	05/04/2011
<b>Inspector</b>	Angela Howard
<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.

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## **Description of the childminding**

The childminder was registered in 1986. She lives with her grand daughter who is nine years old. They live in Ardsely, 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 six children at any one time and is currently minding three children in the early years age range. She also offers care to four children 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 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 clearly values each child as an individual, which helps them to feel thoroughly secure and welcome in her home. The calm, welcoming and friendly environment is a particular feature of the setting. The children make good progress in their learning and benefit from the wide range of activities provided. Planning for improvement is effective in enhancing the outcomes for children and the childminder recognises the importance of continuous improvement and the rigour at which it is undertaken is good.

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

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

- continue to develop the observation and assessment system to include the child's next steps in learning and inform future planning
- develop further the range of activities and play materials that reflect diversity to help children to value and appreciate each other's similarities and differences.

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

The childminder demonstrates a high level of commitment to promoting children's safety and safeguarding their welfare. She has a good understanding of safeguarding issues and has attended child protection training to ensure her knowledge and clear safeguarding policy is kept up to date. She completes detailed risk assessments covering all areas of her home and outings which are regularly

reviewed. There are robust systems in place to ensure people who have regular contact with the children are suitable to do so, and these are fully implemented. Records, policies and procedures successfully ensure the safe management of the provision to promote children's welfare, learning and development. The environment is warm and welcoming with activities and play areas attractively presented. Resources and space are used well to support children's learning and help to provide a stable environment for children to access a wide variety of activities independently. Children have a strong sense of belonging and have a good bond with the childminder, helping them to feel settled and valued. There are plenty of opportunities for children to engage in non-stereotypical play, which ensures they develop a good sense of equality. However, the range of resources that represent positive images of diversity are limited. The childminder responds to children's natural curiosity in a positive, informative and matter of fact way. This further helps them to learn, appreciate and value each others similarities and differences.

The childminder has good two-way communication with parents and other carers; this is mostly verbal but is supported by photographs of the children sound observation records and examples of their work. The systematic approach to verbally reporting on children's progress ensures they are fully informed of their child's development. Feedback from parents is positive; they state that their children's interaction with other children has improved dramatically and that their children have become increasingly creative. The childminder has been proactive in developing good relationships with other providers to promote cohesive working in order to successfully meet children's individual learning, development and welfare needs. The childminder has sound procedures in place for evaluating her practice which means that she has a clear picture of her strengths and areas for development. Therefore, she is able to implement changes to improve the daily care and experiences for the children in her care. Feedback the childminder acquires from parents and children is clearly used to further develop her practice.

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

Children learn through good quality play opportunities and lead much of their own play. They thoroughly enjoy their time at the setting as they take part in a wide variety of activities. The childminder plans activities which are linked to children's current interests, however, identified next steps are not always used rigorously to provide a personalised learning journey. Children are very sociable and have formed firm friendships with their peers. They are eager and motivated to play, moving freely and enthusiastically from one activity to another. The childminder promotes a calm environment where children are happy and confident. She makes children feel good about themselves by frequently providing positive support, praise and encouragement. This results in children feeling confident to explore, make decisions and relate well to others. Children gain the skills needed to secure skills for the future as they use a wide variety of mark-making tools and thoroughly enjoy stories together. The children ask the inspector to guess their names. Accurately saying the sound of the letter their name begins with. The learning

environment created by the childminder fully supports children to learn and to use their imaginations, a key skill in learning. Children use their imagination very well playing with dollies, pushchairs and many good quality accessories. They re-enact going to the shop, to the park and to feed the ducks and make meals asking each other if they can smell the cabbage cooking. The children are developing a good awareness of number through songs and rhyme. They are beginning to use number names spontaneously as they say 'one, two, three', and are making comparisons when they group different coloured bricks. The childminder uses play opportunities to extend their learning, by counting and using mathematical language, such as big, small, high and low. This maintains their enthusiasm and results in children being well equipped with the skills in order to secure future learning. Consistent positive interaction enables the children to feel safe and helps them thrive, and make good progress in their learning.

Children's behaviour in the setting is good. They are very kind to each other and older children are consistently aware of behaving safely around younger children. Older children play cooperatively together as they enjoy role play and negotiate the use of different accessories, such as favourite necklaces and bracelets. The childminder acts as a good role model listening attentively and speaking with respect. Children's awareness of safety is given high priority to assist children in understanding of how to keep themselves safe. For example, they develop a good understanding of fire evacuation and road safety procedures. This ensures children learn some sense of danger in a secure and safe environment. Children learn about healthy lifestyles and become independent in attending to their personal care needs from an early age. They are provided with a varied menu of healthy, nutritious snacks and meals freshly cooked by the childminder. Physical activity is given priority and children enjoy visits to local parks and soft play areas daily. They also develop their physical skills as they access a wide range of equipment in the childminder's garden. Children clearly enjoy themselves and benefit greatly from the time they spend with the childminder.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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