

Inspection report for early years provision

Unique reference number	EY413603
Inspection date	06/04/2011
Inspector	Tracey Outram
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2010. She lives in Barnsley with her husband and two children aged 18 months and four years. The ground floor of the property is used for childminding purposes. The children do not use the first floor except to access the bathroom. Schools, parks and shops are within walking distance of the premises. Care is offered Monday to Friday for 48 weeks of the year.

The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The childminder may care for a maximum of six children at any one time. There are currently two children on roll, both of whom are in the early years age range. The childminder has an appropriate level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's care needs are effectively addressed by the dedicated childminder and high-quality interactions help the children to make secure progress in their learning and development. Most resources are used effectively, and activities are adapted to suit children of different ages who learn at different rates. The childminder creates some effective partnerships, particularly with the parents of the minded children who are kept extremely well informed of the children's routines and activities. The childminder is a reflective practitioner who shows considerable capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase partnerships with parents and other providers of the Early Years Foundation Stage in order to support continuity and progress for individual children's learning and development
- enhance the children's opportunities to access outside learning and reflect the experiences in the observations.

The effectiveness of leadership and management of the early years provision

The children's welfare is given an exceedingly high priority within the safe, secure environment. The childminder works efficiently and has rigorous systems in place for monitoring and maintaining the children's safety. For example, risk assessments for the premises and outings are meticulous; they are frequently reviewed and help the childminder in dealing with any emergencies or unexpected events. In addition, the childminder has a detailed child protection policy and a clear understanding of how to put procedures into practice if necessary. All

members of the household are vetted.

The children's indoor play areas are spacious and well organised to create a child-centred environment. This enables the children to move freely, making independent choices of the resources and equipment. The childminder has a good understanding of her role and responsibility in promoting equality and diversity. She provides experiences, such as dressing up to help children to value diversity and implements strategies, such as using sign language in order to remove barriers to children's participation.

Engagement with parents and carers of the children is very good because the childminder has implemented some extremely good levels of communication. Parents receive informative daily diaries. They include annotated photographs of the children participating in activities, along with a valuable record of what the children have eaten and how long they have rested. This is particularly effective in ensuring that the children's care needs are well addressed. Links with other providers of the Early Years Foundation Stage who share the care of the children are developing although there are currently no clear systems in place to ensure consistency and continuity for individual children.

The childminder understands the importance of self-evaluation and shows a strong commitment to the development and improvement of the setting. For example, the childminder understands the importance of outdoor learning. Therefore, she is in the process of completing work to her garden to provide a secure area for children to explore and enjoy doing things in different ways and on different scales than when they are indoors.

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

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She makes perceptive photographic and written observations of children, which clearly identify their achievements, any learning difficulties and progress over time. The assessments are informative, objective and clearly linked to the early learning goals. However, parents are not consistently invited to take an active part in planning for the children's next steps.

The children benefit from the highly successful balance of adult-led and child-initiated activities, which support exploration. For example, they learn about cause and effect and their senses are heightened as they reach for and handle objects that are different sizes, textures and shapes. Likewise, the childminder is keen to extend the scope of babies' independent investigations. Consequently she plans activities and uses resources with the specific intention of aiding mobility. This helps the younger children to discover their environment and develop a strong sense of belonging.

There is a strong focus within the setting on supporting children's personal, social and emotional development. The children are actively encouraged to listen to others and communicate their thoughts and ideas. They use musical instruments and clap their hands along to the many familiar rhythms and rhymes. This plays a key role in their language development and supports children to become confident and skilful communicators. The children participate in a range of activities, which support mathematical learning, for example, exploring numbers, shape, size and patterns. In addition, resources are provided to ensure that they have opportunities to explore technology; the children use the camera, CD player and other programmable toys.

The children are highly engaged and show a keen interest in living things and features of the environment. For example, they use colourful and interactive equipment as they learn about the lifecycle of butterflies. They question how and why things happen and make connections in their learning through participating in activities and outings to local places of interest, such as the farm.

Children are supported to develop an understanding of the importance of physical activity and making healthy choices in relation to food. They enjoy fresh fruits at snack times and understand the necessity to carry out good physical hygiene routines. The childminder is keen to observe and develop a clear understanding of the uniqueness of each child, consequently, caring relationship and secure attachments are in place. She helps them to understand how to stay safe and encourages conversations, which teaches them ways of preventing accidents and harming others. During activities the children are helped to listen to each other and develop an awareness of the feelings of others. This helps the children to behave well and has a positive effect on their social and emotional development.

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	1
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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