

Inspection report for early years provision

Unique reference number	EY243469
Inspection date	06/07/2011
Inspector	Hilary McKenning
Type of setting	Childminder

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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 2002. She lives with her husband and two daughters aged eight and two years on the outskirts of Barnsley, within walking distance of local schools, parks and other amenities. The house is accessed via a level path. The ground floor rooms are used for childminding and include bathroom facilities. There is an enclosed garden for outdoor play. The family has seven rabbits, a dog and fish kept in an aquarium.

The childminder is registered to care for a maximum of five children under eight years at any one time. She currently minds two children in the early years age group and two older children. The childminder is registered 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 and has attained the Diploma in Pre-school Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder has a positive partnership with parents and takes time to develop a good understanding of children's individual needs to promote inclusive practice successfully. She ensures the learning environment is accessible to all children to enable them to freely choose activities within safe boundaries. Children learn how to keep themselves safe, be healthy and maintain their personal care in a well-organised environment. Planning provides learning opportunities and children are making good progress. The childminder is beginning to make links with others providing the Early Years Foundation Stage, although they are not yet fully established to ensure the continuity of children learning and development. The childminder is establishing a system to monitor and evaluate her service to identify strengths and targets for future development.

What steps need to be taken to improve provision further?

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

- continue to build upon the links established with other settings providing for children in the Early Years Foundation Stage and share information about children's progress and achievements
- continue to develop planning systems to provide further experiences across all areas of learning
- develop further the process of monitoring and evaluation to promote better outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge of how to protect children and is vigilant about signs and symptoms of possible abuse. She has thorough procedures to follow should she have concerns about a child. There is a comprehensive range of policies and procedures which are shared with parents to support the care of the children and to comply with regulations. The childminder keeps a good standard of records which includes detailed information about children's individual needs. Records are very clear and ensure safe management of the provision to promote children's welfare, learning and development. The childminder is sufficiently focused in helping children to make progress in their learning and development. She is committed to developing her service and has attended a wide variety of training events and has recently achieved a childcare qualification. The childminder is developing a system to monitor and evaluate her service and identify areas for improvement. The childminder has successfully addressed the recommendations from the last inspection.

There is a positive relationship with parents and the childminder collects important information at the start of the placement, which includes children's routines, interests, likes and dislikes. Parents are kept fully informed on how their children are cared for and what they achieve each day through verbal and written information. For example, observation records are available for parents and they comment on their children's achievements made at home. The childminder uses photographic evidence to share with parents their child's development. Parents express their views through discussion and references in which they praise the setting highly and appreciate the trusting and friendly relationship that has been established with the childminder and her family. Therefore, many aspects of children's welfare are successfully met. The childminder has established links with other providers of the Early Years Foundation Stage and shares general welfare information regarding children's care. However, she has not yet established a system for sharing information with other providers to ensure effective continuity and progression.

Children are cared for in a secure, clean, well-maintained and well-supervised environment. Rigorous risk assessments are completed for all activities children are involved with, both indoors, outdoors and for any outings. Safe and suitable toys and resources that stimulate and challenge are easily accessed.

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

The childminder has a sound knowledge of the Early Years Foundation Stage. She is aware of how children learn and develop and plans for individual children's needs to ensure they receive a suitably challenging range of learning experiences. As a result, children are making good progress in their learning in relation to their starting points. The childminder interacts enthusiastically, engaging with children in

activities, which are appropriate and developmentally challenging. The childminder generally plans activities using the observations of children's individual achievements.

Children's health is promoted well by the childminder reducing possible risks and by her taking a range of positive actions to encourage healthy eating. For example, a high priority is given to ensuring children understand about good personal hygiene and by taking very positive steps to keep the premises and resources clean. Children enjoy a variety of healthy snacks that are often linked to the topic or colour of the week as they are introduced to a selection of green grapes, green apples and cucumber. Arrangements are in place to ensure pets do not present a hazard to children.

Children make their own choices about their play from a wide range of resources, developing their independence and self-confidence. However, plans do not routinely cover all areas of learning. Children make a positive contribution and are involved in all areas of play and they confidently move between the indoors and outdoor play areas. They learn about direction, position and following instructions, as they excitedly hop on one foot then change to the other foot and move to action rhymes. Very good warm, caring relationships are evident and this is reflected as children are relaxed, settled and are confident to explore, make decisions and relate well to others. Children play together with the inset trays and enjoy the role play area. Older children eagerly help younger children wipe their hands after snack time. Good practices in place help children learn about what is dangerous and how to keep themselves safe as they take part in evacuation drills.

Children access a wide variety of resources and experiences where they can learn about themselves and explore differences. Interest in the local community is promoted well through regular outings and visits to local groups and play areas. Equality and diversity is promoted effectively as children access a wide range of resources helping children to understand about the wider world and the local community.

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	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

Outcomes for children in the Early Years Foundation Stage	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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