

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420676
<b>Inspection date</b>	12/09/2011
<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.

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## **Description of the childminding**

The childminder registered in 2011. She lives in Sheffield with her mother, who is also a registered childminder. The ground floor of the property, along with the first floor toilet facilities, are used for childminding purposes. There is a fully enclosed garden available for outside play. Schools, parks and shops are within walking distance of the premises. The childminder has a pet dog and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her co-childminder, they may care for a total of ten children under eight years. Care is offered Monday to Friday for 48 weeks of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, six of whom are in the early years age range.

The childminder and her co-minder share the care of the children equally and collect children from local schools and pre-schools as required. The childminder holds childcare qualifications at level 2 and 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children's welfare is promoted extremely well from within the secure and child-friendly premises. The childminder takes positive steps to ensure that observation, planning and assessment are effectively used to support the interests and learning needs of all of the children being cared for. Partnerships with parents and carers are progressing well and they are kept well informed of their children's development and time spent in the setting. The childminder is highly committed to improving her practice. She is a reflective practitioner who demonstrates a strong 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:

- enhance partnerships by improving opportunities for parents to participate in the process of self-evaluation and setting priorities for their children's individual learning and development needs
- look at the planning for outdoor play to support learning across the breadth of the curriculum, particularly mathematics.

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

Children are safeguarded and protected as the childminder has vigorous systems in place for identifying and responding to any concerns about the children's welfare. She has attended safeguarding training and demonstrates an excellent awareness of how to maintain children's safety on the premises and during outings. Written records are meticulous, up to date and help to ensure the effective daily operation of the setting.

The childminder takes positive steps to create an enabling environment for the children. A secure and well-equipped outdoor play area is available, along with a dedicated playroom, which is safe and welcoming. Posters and display boards highlight the topics children are learning about, and framed photographs help the children to develop a strong sense of belonging. The childminder has a good knowledge of each child's background and needs. She provides a wide selection of resources and activities to help them learn about themselves and appreciate lifestyles, cultures and backgrounds that are different to their own.

The childminder demonstrates a professional approach to her practice and has a strong desire to drive improvement. She recognises her own areas for development and has identified ways to address the areas highlighted. She is keen to work in partnership and has started to look at ways of sharing information with other providers of the Early Years Foundation Stage to ensure that the children benefit from complementary care and education. While parents are not active participants in the process of self-evaluation or planning, close working relationships are actively encouraged. For example, the childminder shares verbal, written and photographic records about the children's achievements and time in her care. She is also keen to encourage continuity of learning at home, and the notice board is effectively used to inform parents of the current topics, including the 'book of the week'.

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

The childminder has a good knowledge of the Early Years Foundation Stage framework and makes effective use of children's observations and assessments to plan some interesting and purposeful activities. Although children's starting points are not rigorously recorded, there is a successful system in place to monitor and evaluate children's progress towards the early learning goals.

The provision of a broad range of activities, resources and experiences help to ensure all children are occupied and stimulated. The children happily play with different types of resources and equipment, which supports investigation and encourages them to make connections in their learning. In addition, the children express their ideas through a wide range of media and materials, including arts and crafts, music, modelling, small world and imaginative role play. Language free flows within the setting and the children are encouraged to communicate their

thoughts, ideas and observations. For example, during outdoor play, the children eagerly participate in singing their favourite songs and seek out the childminder to discuss issues which capture their imagination. The conversations are lively, and children demonstrate attentive listening skills as they talk about the habitat of snails, along with different types of mini-beasts. This enables them to reflect upon their knowledge and to practise new vocabulary as they describe the size and texture. In addition, the children enjoy some activities which support mathematical learning, for example, counting and sorting cars and exploring shapes and quantities during activities, such as construction. However, the mathematical potential of the outdoor area is yet to be fully exploited.

The children have a good awareness of safety issues and recognise and understand how to keep themselves safe. For example, road safety and fire evacuation are routinely discussed and practised to help the children learn how to deal with different situations they may encounter. The children also learn about healthy lifestyles through stories, projects and discussions about issues such as hand washing and oral hygiene. In addition, outdoor play is provided daily in order to support the children's physical development, strength and coordination. This also enables the children to investigate the natural world, for example, how bubbles react in the wind. The children attending the setting are well behaved; they care for each other, develop the skills required to take turns and build positive relationships with others.

## 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

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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	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

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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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