

Inspection report for early years provision

Unique reference number	EY412742
Inspection date	21/09/2011
Inspector	Paula Fretwell
Type of setting	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 has been registered since 2010. She lives with her husband and family in Ardsley, near Barnsley. Children access the kitchen dining room, lounge and bathroom on the ground floor, along with bedroom and bathroom facilities on the first floor. There is a fully enclosed garden for outside play at the rear of the house. Care is offered Monday to Friday throughout the year.

The childminder is registered to care for four children at any one time. She is registered on the Early Years Register, and the Compulsory and Voluntary parts of the childcare register. There are four children on roll, two of whom 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 good.

Children are well cared for in a safe and welcoming environment in which their individual needs are well met and they make good progress in all areas of their learning and development. Comprehensive documentation supports the practice and this is well organised and filed confidentially. Effective partnerships with parents and others enable the childminder to promote the individual welfare, learning and development needs of each child. Systems for evaluating and monitoring the quality of the provision help to identify strengths and areas to improve.

What steps need to be taken to improve provision further?

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

- improve the system for evaluating and monitoring the quality of the provision, seeking the views of parents and children
- increase opportunities for children to have further enjoyable and challenging learning and development experiences, for example, through extending the range of toys and equipment

The effectiveness of leadership and management of the early years provision

The childminder clearly understands how to safeguard children and has a good awareness of the signs of abuse and neglect. She has a detailed safeguarding policy and procedure, ensuring all contact details are readily accessible should she need to report a concern or allegation. The childminder is vigilant about children's security and safety. Safe procedures when walking from school ensure children stay close to the childminder and they talk about why they need to walk together. Doors are kept secure and children cannot be collected by anyone unauthorised.

Visitors to the setting are closely monitored and introduced to the children, with explanations about their presence. For example, the childminder tells children why the inspector is present and gives sensitive reassurance. Children demonstrate their understanding of how to stay safe through their discussion and play. For example, they tell the childminder that their dolls need to have their seatbelt on to stay safe in the car. The childminder reinforces children's safety awareness, such as reminding them if their food needs to cool down, and they talk about the park equipment being slippery if it rains.

Documentation effectively supports the practice, and policies and procedures are meaningful. The childminder ensures children play safely and she makes visual checks as well as some written risk assessments to minimise hazards. The childminder clearly enjoys her work with the children and this reflected in her positive interaction with them. Children freely access the space they need to play and they make themselves at home. A basic range of resources are accessible and children can help themselves to what they need from the available choices.

The childminder supports parents in their role, offering flexible care. Individual profiles contain initial 'all about me' children's information, followed by lovely observations, photographs and examples of children's time with the childminder. Parents contribute with their own information about their child as these profiles are routinely shared. Parents comment that their child's confidence has grown since being with the childminder. Daily discussion with parents enables the childminder to meet the individual needs of the children. The childminder liaises well with others to enhance learning and development opportunities for children and finds out what they have been doing in other settings. For example, she knows the topics and activities that children have enjoyed and she helps to reinforce their learning. The childminder has begun to reflect upon and evaluate her practice and she identifies strengths and areas to improve, although the views of parents and children are not yet included in this process.

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

Children are very happy and settled in the childminder's care and they are secure in a familiar routine which they know. Lovely interaction and caring relationships are in place to enable children to be confident and assertive. Children are very smiley as they approach the childminder to make their needs known and she responds promptly to them. The childminder takes her time to get to know each child very well and this helps her to provide activities that promote and challenge their development across all six areas of learning. The childminder plans according to each child's individual stage of development, interests and needs, offering a good balance of adult-led and child-initiated play. Children have fun and the childminder joins in to enhance their learning. She consults children in all aspects of their care, giving good explanations and helping them to make decisions.

Children thoroughly enjoy role play and they use their imaginations well in a range of scenarios. For example, they enjoy playing in the fire engine tent and they involve the childminder in their games. Children sit with the childminder to read

'the three little pigs' and she fully involves them, enabling them to join in with familiar refrains. The childminder has a very approachable communication style, naturally encouraging children's language and thinking through plenty of conversation. Children enjoy a range of opportunities outside the home, such as visiting local groups, or going for walks in the local area. The childminder helps them to identify the seasons and the weather and they make lists of what they have found or seen on their walk.

Children's health is supported well through effective policies, practices and personal hygiene routines. They independently wash their hands at regular intervals, such as before eating or after stroking the dog. They are encouraged to be aware of what they need, such as a drink or their lunch, through appropriate reminders and discussion. Outdoor and indoor activities support children's health well and they have regular opportunities to enjoy fresh air. They talk about going for a walk with the childminder and her dog. Children enjoy a good range of healthy meals and snacks and the childminder works closely with parents to ensure individual dietary needs are met. Menus are displayed in the entrance so that parents can see what their child is eating. Children are given choices about what they eat and they make confident requests, promoting their independence well and helping them to develop skills for the future.

The childminder promotes equality and diversity through activities and discussion, encouraging children to consider the needs and feelings of others and to behave with respect for each other and their environment. She ensures all children are fairly included and can join in at their own pace. Positive strategies are used to manage children's behaviour and the childminder has a calm and patient approach. The childminder gives plenty of praise and encouragement to help children to feel good about themselves and their artwork is displayed giving them a sense of pride and belonging. Children use lovely manners unprompted, and the childminder reinforces this within the routine.

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	3
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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