

Inspection report for early years provision

Unique reference number	EY426322
Inspection date	03/10/2011
Inspector	Angela Howard

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 was registered in 2011. She lives with her partner and child aged four years. They live in Barnsley on the outskirts of the town centre, 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 Saturday all year round. The family has two rabbits.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age range. She also offers care to two 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.

A very positive inclusive approach ensures that the learning environment and resources provide imaginative challenge to stretch each child's learning, play and exploration. Children are at the heart of all that happens at the setting. Planning for improvement is effective in enhancing the outcomes for children and the strong commitment to continual professional development strengthens this process. However, the childminder has yet to develop the use of self-evaluation documentation to support this process.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to show how the impact of the practice is analysed and evaluated
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

The childminder has thorough knowledge of the detailed and well-written policies and procedures to safeguard and protect children from harm. A systematic approach to safeguarding protects the children and reassures parents. The childminder recognises that this is her first priority and is aware of the possible signs of abuse and the appropriate procedures to follow. The childminder ensures all members of her household are suitably checked and ensures that details of any visitors are rigorously recorded. The robust system for risk assessment ensures

areas accessed by the children are checked prior to their arrival each day. Children clearly benefit and thrive as a result of the safe and secure setting they are in. Documentation is exceptionally well written and thoroughly organised, presented very professionally and implemented rigorously. The abundance of good quality resources are effectively used, are stimulating, rotated regularly and are very well presented to the children. The childminder's knowledge about children's individual needs is very good and her focused approach means that children who need additional supervision and support are always fully included in all activities and experiences. She has extensive experience in working with children with special educational needs and/or learning difficulties and is specially trained in some intervention care required for medical reasons. The childminder knows the children in her care very well and can address any particular need to ensure that children have fun, participate fully and develop independence alongside their peers. Overall, a very inclusive and welcoming service is provided.

Partnership with parents is good as the childminder discusses every aspect of their child's learning and development with them. Exchange of information is clearly two-way and ongoing. As a result, parents feel they do have a voice and play a vital role in their children's care and development, and that their views are important. The childminder keeps parents fully informed, for example, through daily conversations, children's journals and comprehensive daily care diaries. The childminder demonstrates a very strong commitment towards working in partnership with other providers and professionals. She has some very positive links in place to share information and invites other professionals into her setting to help promote children's welfare, such as health care workers. The childminder is ambitious and highly motivated to drive improvement, which ensures positive outcomes for children. She demonstrates her commitment to ongoing improvement through her thorough implementation of the Early Years Foundation Stage. However, her records to verify self-evaluation are very much in their infancy. Therefore, she can not yet clearly show how she will analyse any improvements and evaluate the impact of her practice.

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

Children are very well-engaged in a range of play activities suitable for their age and stage of development. The needs of babies and older children are met very effectively alongside each other, with lovely interaction from the childminder to develop their learning at every opportunity. Babies enjoy watching older children roll the ball across the floor and show immense concentration as they try to make the animals pop out of a problem-solving toy. Children are making good progress in communication and language. They take part confidently in action songs, freely select story books and are encouraged to use Makaton as a means of communication. They have made books 'all about me' and regularly talk about feelings using flash cards to describe how they are feeling when they are looking at the picture. The music and songs played in background encourage children to join in singing spontaneously and with gusto to favourite songs. The babies show glee as they hear certain music when they are outdoors. Older children use mathematical language spontaneously as they put on shoes and count conkers

they have placed in the play dough to make a face. Children use buckets skilfully to transport compost from one place to another. They sort the plant pots into a line and compare the amount in each bucket 'that has lots', 'that is empty' and 'now I have more in it'. Babies study the colourful shapes and toys with lights that flash. The childminder introduces simple primary colours as she talks to them. There is an abundance of equipment available for introducing the exploration of shapes and putting together jigsaws in readiness for babies' next stage of development. Children enjoy the craft activities on offer and make a face, a collage of likes and dislikes and, when cooking, learn about tastes and textures. The childminder listens carefully to what children have to say and values what they are saying. She uses lots of praise which promotes children's self-esteem and confidence. The children feel secure and follow their interests with persistence, participating enthusiastically. This results in children being engaged in purposeful play, which helps to develop strong skills for future learning. Children's starting points and next steps are fully understood by the childminder so they are making good progress in their learning. Tracking of children's progress is developing through observation and good, clear assessments, photographs and examples of their work. Planning documents successfully identify clear learning intentions. These are then used purposefully to challenge children's learning and are enabling them to reach their full potential.

Children learn effectively how to keep themselves safe and healthy. They learn why they must wash hands and take shoes off when they come indoors. Children demonstrate a good awareness of possible dangers and hazards as they roll the ball indoors to the childminder and baby. She encourages them to think about how to keep the baby safe by considering the outcomes of their actions if they threw the ball high or too hard. Therefore, sensitive reminders about rules help children to begin to take responsibility for keeping themselves and others safe. They enjoy a good balance between the freedom to explore and the childminder setting safe limits. Children are encouraged to learn about healthy lifestyles as they learn about the importance of healthy eating and the need to take part in physical play on a daily basis. Children enjoy the nutritious well-balanced range of snacks and meals offered appropriate to their individual dietary needs. They take part in a good range of outdoor activities, which contribute effectively to their overall good health. For example, they play daily in the garden with water, sand and compost with stones. They go for walks in the community and go to the park to use large equipment, developing good physical skills and confidence as they play. However, the outdoor play, although often exciting, does not always equal that of the provision inside. The children are beginning to make a positive contribution as they learn how to behave well, respect each other and the adults who care for them. They show they understand right from wrong even at an early age, and they are taught good manners. Children are active, competent learners who are well equipped with the early skills that prepare them for future learning.

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	3
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

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