

Inspection report for early years provision

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Inspection date	05/10/2011
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 was registered in 2010. She lives with her partner and child aged 2 years in Barnsley, close to shops, parks, schools and public transport links. The children have access to the whole of the ground floor, with toilet and a designated bedroom used on the first floor. There is a secure outdoor area to the rear of the house.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on 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.

Children are well cared for in a welcoming, inclusive environment. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and most systems support children's individual welfare, learning and development needs well. Self-evaluation systems are in place to help identify strengths and areas to improve. Positive partnerships with parents help the childminder to promote the individual well-being of each child and she is aware of the benefits of establishing links with others to enhance opportunities for children's learning and development.

What steps need to be taken to improve provision further?

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

- develop ways to share information about children's progress with parents, taking into consideration the information they provide about their child's development
- improve the procedures for drying children's hands, taking necessary steps to prevent the spread of infection.

The effectiveness of leadership and management of the early years provision

The childminder fully understands the procedure to follow for dealing with any safeguarding concerns or allegations. She knows the signs of possible harm or neglect to children and is vigilant about their safety and supervision at all times. Visitors are clearly monitored and their identification is thoroughly checked. Children freely explore and access the space they need to play and they free flow

indoors and outside as they choose. The childminder clearly assesses any risks in places where children play, ensuring hazards are kept to a minimum. Children learn how to keep themselves safe through simple reminders, such as why they must not stand on the wheeled toys or kick the football too hard. Children walk safely from school, holding onto the pushchair and staying close to the childminder when crossing the road. The childminder gives each child plenty of individual attention and she manages mixed ages of children well together to encourage cooperation and consideration for each other.

The childminder's friendly and caring interaction with the children positively promotes their learning across all areas. She makes regular written observations of children's progress towards the early learning goals in children's individual books, although parents do not routinely contribute to these records with information about their child. All necessary written parental consent is clearly in place for all aspects of children's care. The childminder is very flexible in her times of care to accommodate the needs of parents and carers. Parents are very happy with the quality of care for their children and they say the childminder 'does a great job' and their children feel happy about going there. The childminder understands the need to develop links with others who have responsibility for the child, such as other settings they may attend. Self-evaluation systems are in place to monitor the quality of the provision and the childminder clearly identifies strengths and areas she wishes to improve.

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

Children are very happy and secure in the childminder's care and they are familiar with their routine. Caring relationships with the childminder give the children confidence to ask for what they need and she responds promptly to them. The childminder understands each child's personality and this enables her to provide activities that meet their individual needs. Children freely choose what they would like to play with and the childminder supports their ideas by skilfully interacting with them to enhance their learning.

Planning is flexible to take account of what children want to do. Themes, such as, 'people who help us' and 'colours' offer good opportunities within all six areas of learning. The childminder maximises learning opportunities when playing spontaneously with the children. For example, they use plenty of mathematical language as they imprint their hands in the sand and talk about who has the biggest and smallest. Children enthusiastically build a train track together and the childminder enables them to follow a drawn plan of how the pieces should fit. She ensures all children take an active part so that each child feels fully involved, adapting the complexity of the task to the abilities of each child. Opportunities for children to count and recognise shapes, sizes, colours and patterns are created through skilled discussion. Children engage in imaginary play, such as dressing up as pirates, and the childminder ensures resources are available to support their ideas. Children enjoy a range of opportunities outside the home, such as visiting parks and play areas.

Effective policies, practices and personal hygiene routines mostly support children's good health. Children practice thorough hand-washing, using soap and water and rubbing all surfaces of their hands well, with good discussion about why this is important. However, procedures for drying hands do not prevent the spread of infection as they share the same towel. Children enjoy healthy snacks and meals and the childminder works closely with parents to ensure individual dietary needs are met. Children enjoy simple choices of what to eat and drink and they chat about their day whilst they are having their snack.

The childminder helps children to understand and value diversity through the provision of positive images, daily activities and play. Children learn about the needs of others through sensitive discussion. Positive strategies are used to manage children's behaviour and the childminder works closely with parents. Children enjoy the meaningful praise and encouragement given to them which boosts their self-esteem. She listens to children and values what they say, taking an interest in their conversation. The childminder shares her time fairly with each of the children and encourages them to play well together, leading by example. Children show very effective team work, care and respect for each other and for the childminder.

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	3
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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