

Inspection report for early years provision

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| Unique reference number | 300064 |
| Inspection date | 01/10/2008 |
| Inspector | Lynn Rodgers |
| Type of setting | Childminder |

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.

Description of the childminding

The childminder has been registered since 1993. She lives with her husband in a semi-detached house in a large residential suburb, close to the city of Sheffield. The whole of the ground floor of the premises is used for childminding. The premises are easily accessible. There is a secure garden available for outside play. Care is offered Monday to Friday, all year round. The childminder is a member of the National Childminding Association. The family have two cats and a dog.

The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll, two of which are in the early years age group. The childminder is registered on the Early Years Register, Compulsory and Voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children participate in age appropriate activities and they are confident with the daily routines, which promotes their sense of belonging. The childminder has created an environment, where children are happy, content and fully supported, to meet their individual needs. Children are secure and they have some control over their own learning. Daily communication between the childminder and parents, ensures that there is a continuous flow of information, regarding their children's well-being.

Recommendations made at the last inspection have mostly been addressed. However, the systems for further improvement are not sufficiently robust or implemented.

What steps need to be taken to improve provision further?

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

- plan suitable activities to help children's progression towards the early learning goals and monitor and assess their progression
- further develop knowledge and understanding of inclusive practice.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment 03/11/2008
- keep a clear record of risk assessment procedures carried out on the premises and outings 03/11/2008

The leadership and management of the early years provision

The childminder organises space and resources and follows children's individual routines, to promote their welfare and development. Children are happy and settled in the environment, which contributes to their well-being. Policies and procedures are verbally implemented and some are verbally shared with parents. The childminder has undertaken training in child protection and the Early Years Foundation Stage. Therefore she uses this knowledge to enhance her provision. However, the quality of self-evaluation and monitoring of the provision, to ensure children make progress, is not rigorous and does not lead to the identifying of targets for further improvement.

The childminder has a satisfactory knowledge of safeguarding children procedures and how to keep children safe. She understands her role and is aware of the signs and symptoms of abuse and has the confidence to put these procedures into practice, to ensure children's welfare is safeguarded. The childminder has a basic understanding of equality of opportunity and diversity, however, she does not have sufficient knowledge and understanding of inclusion, to fully support the unique child. For example, she has brief discussions with children about cultures and other countries, but the lack of knowledge of this area, limits their understanding of the world we live in. Daily communication with parents, ensures they are fully informed what their children do, which supports links with home and increases the children's sense of belonging. However, although the childminder has had discussions with parents, regarding extending children's learning in the home, she is unable to fully demonstrate that this is implemented.

The quality and standards of the early years provision

The childminder carries out daily risk assessments, to ensure the environment is safe and secure. However, there is no written record to evidence that this procedure is in place. Children benefit from playing in a warm, welcoming, secure environment. They access satisfactory quality play materials, that are age appropriate and suitable for their stages of development. Children learn about keeping safe, through following the good examples set by the childminder. She encourages them to cross the road safely and keeps children with her at all times during outings. Children's health is protected and their personal hygiene is positively promoted, through routines for hand washing at appropriate times. They learn about healthy eating from an early age and all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children. However, the childminder has not obtained written parental permission, to administer or seek emergency first aid treatment. There have been no complaints since the last inspection and the childminder has knowledge of the requirements. However, she has no evidence of a system to record any such complaints.

Children are well behaved and they receive good support and praise at every opportunity. Therefore, they benefit from a positive relationship with the childminder, which increases their well-being and sense of trust. Warm caring

relationships give babies confidence to express their feelings, such as when they are hungry or uncomfortable and they snuggle into the childminder, when they are tired. The childminder constantly talks to the babies and they are very vocal, squealing with pleasure, shouting out, as they realise they have a voice to be heard.

The variety of toys and resources for babies encourages them to show delight, as they explore the shape of everyday play objects and they are encouraged to crawl, hide and peep, clap hands and be happy. Children are able to be adventurous while being appropriately supervised by the childminder. The children enjoy their learning and they are making some progress, but because there is no formal planning, the childminder cannot focus on identifying that all six areas of learning are covered or how children's progression is to be monitored. For example, the childminder sets out activities she thinks the children will enjoy and asks them what they would like to do, rather than planning for their individual stages of development and 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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make available to parents a statement that provides details of the procedure to be followed if they have a complaint 03/11/2008
- keep a record of any complaints made by parents. 03/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a record of any complaints made by parents. 03/11/2011