

Inspection report for early years provision

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Inspection date	21/10/2011
Inspector	Helen Blackburn
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and five children aged between nine years and 19 years in the Stocksbridge area of Sheffield. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding during the day and the first floor is used when the childminder is offering overnight care. There is a fully enclosed garden for outdoor play. The family has fish and a rabbit as pets.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently caring for two children in the early years age range. The childminder also offers care to children aged over five years to 14 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding 12 children in this age range. The childminder is also registered to offer overnight care and to work with an assistant.

The childminder takes and collects children from local schools and nurseries. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Relationships between the childminder, children and parents are good. The childminder provides an appropriate learning environment that is safe, which overall, adequately promotes diversity, difference, health, positive behaviour and independence. Most documentation, policies and procedures are in place to promote the safe management of the setting and children's learning. The children are happy and they approach their play with a positive attitude. The childminder's sound commitment towards ongoing improvement and approach to self-evaluation supports her in making some positive changes.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation). 07/11/2011

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

- improve how observations are matched to the expectations of the early learning goals to help identify children's next steps across all areas of learning and explore ways to involve parents in their child's learning
- improve experiences, activities and resources that help children explore, question and embrace all aspects of diversity and difference
- provide each child with their own washing and drying facilities.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding and promoting children's welfare are appropriate. The childminder has a sound understanding of the possible signs of abuse and neglect and she is aware of her responsibilities in reporting and monitoring concerns. This ensures children's welfare is paramount. The childminder ensures all adults living or working on the premises have undergone appropriate checks and she supervises any visitors to the home. This means she keeps children safe and protected from harm. Overall, the childminder maintains a varied range of documentation, policies and procedures. These include policies that demonstrate how she promotes equality, deals with complaints and manages children's behaviour. However, although she keeps a record of her risk assessments, it does not meet requirements because it does not include all the mandatory information, such as when it was last conducted or date of review. However, the childminder provides a safe environment because she carries out risk assessments and appropriately supervises children's play. This means she puts in place appropriate precautions to minimise accidents. In addition, the childminder organises resources at child-height, which means they can make safe and independent choices in their play.

The childminder's commitment towards promoting ongoing improvement is sound. For example, she reflects on her day, children's activities and she appropriately uses self-evaluation to identify areas she can improve. She has met the recommendations or actions raised at previous visits, which demonstrates her capacity and ability to improve. For example, through improving her documentation, looking at safety when children stay overnight and implementing observations, she appropriately promotes children's welfare and learning. The childminder welcomes any feedback from parents, children and other professionals when monitoring her service. This contributes to her adopting an inclusive approach to her self-evaluation. The childminder also accesses additional training so that she develops her skills and knowledge.

The childminder has good relationships with the parents. Through regular communication, they share relevant information. This contributes to meeting children's needs and promotes continuity of care. Through written policies and procedures, the childminder provides good information for parents about the service provided. The childminder also works late on an evening, weekends and offers a flexible service so that she can accommodate parents working patterns. The childminder understands the importance of involving parents in their child's learning and progression. For example, through discussion she shares children's achievements; however, she is yet to share children's progress and observation

records with them. The childminder is aware of the necessity of working with others involved in children's learning or care, such as school or health professionals. This means she puts in place appropriate measures to ensure children receive the necessary support if they need additional help.

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

The childminder appropriately promotes children's welfare and learning. For example, through everyday routines, such as hand washing, the children are learning about the importance of adopting good personal hygiene practices. However, because the children share the same towel, the childminder has not taken all the necessary steps to minimise cross-infection. The childminder supports children's healthy growth and development by providing a varied range of nutritious snacks and meals. The children are encouraged to lead a healthy lifestyle because they have regular opportunities to be active and to access fresh air. For example, children go on walks, visit the park and play in the garden. In addition, children are developing their coordination and dexterity skills through activities, such as painting, threading and drawing.

The childminder has a sound understanding of how young children learn and this means she supports them in making steady progress in their learning. For example, she is actively involved in children's play and she interacts with them well. She carries out regular observations on the children, which she matches to the expectations of the early learning goals. However, there are still some gaps in her processes regarding how she identifies and plans for children's next steps across all areas of learning. The childminder appropriately manages children's behaviour and she has established boundaries so that children know what she expects of them. For instance, through play, simple explanations and positive role models, the children are learning about sharing and taking turns. Through some discussions and books, the children are developing some understanding of diversity and difference. However, resources, children's experiences and activities are limited to enable them to fully embrace and challenge all aspects of diversity.

The childminder has good relationships with the children and she provides a welcoming environment for them. This results in children feeling safe, secure and happy. In addition, the children are developing a good understanding of how they can keep themselves safe. For example, they take part in fire evacuation practices and practise road safety on outings. The childminder ensures children access a good range of activities, which support children in making steady progress in their learning. The childminder's planning is flexible, which means she can be spontaneous. For example, on a recent windy day, the children made kites and flew them in the wind instead of taking part in the planned activity. This contributes to children having a positive attitude towards their learning. For instance, children eagerly roll the marbles down the ramp, using their problem solving skills to use a brick to prevent the marbles from rolling, they learn about number in fun ways, such as rolling dice and they use their imagination when pretending to go to the moon. In addition, to extend children's experiences, the childminder makes some use of resources within the local community. For

example, the childminder makes use of local parks and other places of interest in the area.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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