

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Tracey Outram
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 1990. She lives in the Burncross area of Sheffield, with her husband, two adult children and a younger son aged eight years. The ground floor of the home is used for childminding activities and children do not access the first floor except to use the bathroom. There is a fully enclosed garden, suitable for outdoor play. The family has a pet rabbit and a hamster.

The childminder is able to take and collect children from local schools and pre-schools as required. She is registered to care for a maximum of five children under eight years at any one time, of whom, no more than three may be in the early years age range. Care is offered to children Monday to Friday for 48 weeks of the year.

The childminder is accredited to provide funded early education. She is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently eight children on role and of these, four are in the early years age range. The childminder holds a level three qualification which is relevant to the work she completes with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated childminder has clear policies and procedures in place to safeguard children and maintain their good health and safety. She recognises the individuality of each child and takes positive steps to meet their personal learning and development needs, by providing purposeful indoor and outdoor activities. The childminder has some effective systems in place to communicate with parents and she recognises the importance of developing partnerships with other professionals who share the care of the children. The childminder has a good capacity to improve as a result of her drive and personal commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance partnerships with other providers and by further encouraging parents to participate in setting priorities for their children's individual learning needs
- consider ways of improving access to the garden so that children can move freely and safely between the areas and maximise their opportunities for outdoor learning experiences.

The effectiveness of leadership and management of the early years provision

The sensitive and caring childminder has a comprehensive awareness of safeguarding issues and excellent policies and procedures are continuously implemented. For example, any child protection concerns are prioritised and dealt with effectively and risk assessments are rigorous. This ensures that children's physical and emotional welfare is successfully promoted. The childminder has exceptional organisational skills, her record keeping is meticulous and all of the documentation required to address the requirements of the Early Years Foundation Stage is in place. All adult members of the household are vetted.

The children are safe and secure within the childminder's home. They readily access a selection of interesting and age-appropriate resources, which provide good levels of challenge and nurture their curiosity. Aware of the importance of outside play, the childminder provides opportunities for young children to explore out-of-doors. She makes effective use of the community resources, such as, toddler groups and libraries, in order to help children socialise and develop an understanding of their environment. In addition, while opportunities for young children to access the secure and safe rear garden are appropriate, the area is not used to its full potential.

The childminder completes some accurate self-evaluation and is keen to develop her knowledge of contemporary issues in childcare. For example, she frequently attends training which significantly enhances the quality of care the children receive. The childminder has had some success in working with other providers to ensure progression and continuity of care and learning but this is not embedded in practice for all children.

The childminder is eager to ensure that her service is inclusive and therefore, she puts systems in place so that the individual needs of the children are effectively addressed. She has a good understanding of cultural differences and provides resources and activities that help the children to value themselves and respect difference in others. In order to build positive relationships with parents, the childminder provides a broad range of information about the setting along with some opportunities for them to contribute to the activity planning. In addition, good verbal communication, text messaging, written diaries and informative learning journals offer parents information about the children's progression, achievements and time spent with the childminder.

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

The childminder has a secure knowledge of the processes involved in supporting children's learning; consequently, she provides plenty of opportunities, for them to enhance their skills and knowledge as they play. For example, babies and toddlers develop a heightened awareness of cause and effect as they handle, investigate and manipulate toys with buttons and moving parts. In addition, they gain a broad

understanding of problem solving and numeracy as they notice changes in groupings of objects and explore patterns, shapes and size. The children are eager to try new activities and they show sustained concentration and dexterity as they make plausible attempts to place missing pieces of a puzzle into the correct position on the inset boards. The childminder is highly committed to ensuring that the children become confident to communicate. She provides many opportunities for them to develop active listening skills and use their voices during singing activities, story-times and chatting about everyday activities. This has a highly positive effect on the children's vocabulary and the babies' confidence to use their voices to gurgle, babble and squeal during the high quality social interactions.

The children's development records are comprehensive and effectively illustrate how they participate in a range of interesting activities, which have personalised learning outcomes. Consequently, activities are achievable yet challenging because the childminder plans their next steps on the basis of her personal knowledge of children and after discussion with parents.

Excellent settling-in procedures help the children to gain an extremely strong sense of security and belonging within the setting. The childminder is skilled at recognising and praising their efforts and achievements, which fosters the development of positive attitudes to themselves, as both learners and individuals. Consequently, the children are confident and show excellent negotiation and co-operation skills with both the childminder and their peers. Many activities, discussions and stories take place to help children learn about healthy lifestyles and staying safe. For example, children are helped to learn about safe conduct and are included in the routines for tidying-up and evacuating the premises in an emergency. Overall, the childminder takes positive steps to ensure that children's physical and emotional welfare is successfully addressed. She ensures that the environment is safe and hygienic and children are provided with nutritious food and access to fresh air and exercise.

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	1
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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