

Inspection report for early years provision

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Inspection date	08/11/2011
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 2007. She lives in Stannington, Sheffield with her three children aged 16, 13 and 11 years. The ground floor of the property is used for childminding purposes, children do not access the first floor of the home. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a pet rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. There are currently four children attending the setting, of these, three are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She provides a service Monday to Friday for 48 weeks of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children attending the setting have a positive attachment to the childminder, who actively encourages the development of social skills, which include, sharing and cooperation. The children receive high levels of care and they participate in a wide range of activities that provide reasonable challenge and help them to make secure progress in their learning. All children are valued and the childminder builds some positive partnerships and links with parents. Overall, the childminder assesses the provision well and demonstrates secure capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- enhance children's freedom to independently access resources and increase opportunities for the children to come across new and interesting challenges
- improve partnerships with other providers of the Early Years Foundation Stage who share the care of the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. All adult members of the house are vetted and risk assessments are effectively implemented to ensure that children remain safe on the premises and during outings. In addition, the childminder has a secure understanding of child protection issues, including, what to do if she is worried that a child is being abused or neglected. The childminder holds a valid first aid certificate and she takes positive steps to ensure that the requirements of the Early

Years Foundation Stage are met. For example, she maintains detailed records of any accidents or injuries and she rigorously follows procedures for the safe administration of medicines.

The childminding environment is spacious and the interesting range of equipment is used appropriately to support children's learning and development. However, the storage of resources does not maximise opportunities for the children to independently discover new and interesting challenges. Good use is made of the local environment as the children enjoy daily access to outdoor play and attend toddler groups and pre-school groups. This encourages them to socialise and experience activities on a scale larger than those provided on domestic premises. The childminder takes positive steps to meet children's individual needs and help them to respect differences and build positive relationships.

The partnership with parents and carers is strong. There are effective systems in place to exchange information, through the use of daily diaries, child development records, and discussions. This ensures that the children's care needs are met and parents are offered some opportunities to extending learning at home. The childminder is aware of the importance of working in partnership with other professionals who share the care of the children, but this is not yet embedded in practice.

The childminder informally evaluates the service she provides. She has successfully completed childcare training at level 3 in order to improve outcomes for children and she consults with parents, other childminders and development workers to make any necessary improvements to her service. In addition, all recommendations made at the last inspection have been completed effectively, which demonstrates her willingness to enhance the childminding provision.

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

The children attending the setting are exceedingly happy and well-behaved. They have a strong attachment to the childminder, which in turn has a positive affect on their social and emotional welfare.

The childminder has good knowledge of the learning and development requirements of the Early Years Foundation Stage. The six areas of learning are addressed through the activities and sound systems are in place to plan for individual children's needs. At the start of the session, the childminder sets out a variety of toys and activities, which she knows they will enjoy and use to enhance the skills they need to secure future learning. For example, dressing-up is an integral part of children's play and role-play areas, such as, the greengrocers allow children to explore and rehearse new and familiar roles. They know and use numbers during play, recognise coins and explore division as they split the play fruit in half and show fascination when they realise this creates two pieces. In addition, during the pretend play situations the children use language freely to become skilful communicators. They name familiar food types and demonstrate an understanding of the different tastes and features, for example, by explaining that

chopped onions can cause you to shed tears. The children are extremely interested in what they see and hear and they enjoy mark-making activities and books which help to develop the foundations for literacy.

The children make a positive contribution by helping the childminder to complete small tasks, such as, tidying away the toys and setting-up for lunch. They build secure relationships with their peers and develop tolerance and understanding of each others. The children learn about personal care and healthy eating as the childminder offers children a balanced range of snacks and meals that meet their individual dietary needs. In addition, physical activities are enjoyed daily as the children play outdoors in the garden and visit the local parks and play areas. The children are very active and gain confidence in their own abilities, for example, as they learn how to use a skipping rope. This results in the children acquiring positive attitudes towards exercise. Overall, the children have a strong feeling of safety and benefit from high-levels of care and the use of age-appropriate resources in a safe and interesting environment.

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	3

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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