

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Abigail Cunningham
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 and lives with her husband and three children aged ten, seven and two years in the Great Houghton area of Barnsley. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding. Children access local areas for outdoor play. The family have two dogs, three cats and four guinea pigs.

The childminder is registered to care for a maximum of two children under eight years at any one time, of whom no more than two may be in the early year's age range. There are currently three children attending who are within the Early Years Foundation Stage and attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory 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 satisfactory.

Self-evaluation identifies priorities for improvements and the beneficial impact on the children's welfare, learning and development is evident, although, opportunities to gain service users views and suggestions have not yet been fully explored. The childminder is very committed to working in partnership with parents and there is scope to strengthen relationships with other childcare providers and increase the range of resources which reflect the wider world. Outcomes for children are broadly satisfactory and improving. As a result, children make steady progress towards the early learning goals and enjoy participating in messy and creative activities.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other childcare providers
- ensure self-evaluation takes into account the views of children and parents
- increase the range of resources which reflect diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are satisfactory and all the required checks have been carried out on the childminder and her husband. The childminder has an appropriate safeguarding children policy in place. She has completed safeguarding children training, knows to record any concerns and seek advice where necessary. The children are supervised at all times, unauthorised persons are unable to gain

entry to the premises and there is a record for visitors to sign. Written risk assessments have been undertaken and reviewed. Positive steps have been taken to minimise hazards, for example, safety gates are fitted to prevent children independently accessing the kitchen and stairs.

The childminder is committed to developing her practice and has attended many relevant courses, such as, sign language and music and movement. Self-evaluation is undertaken by childminder, who has clear priorities in place for future improvements. Plans are well placed to bring positive outcomes for children, which include, becoming registered to provide nursery education funding and completing a Level 3 qualification in Children's Care and Development. However, future plans do not include any suggestions from children or parents.

The childminder has started to build links with other childcare providers, where minded children receive care and education from more than one setting, for example, she has introduced herself to the teaching staff. However, they have not shared any relevant information regarding individual children's learning and development, leaving additional ways to develop these relationships further.

The childminder has initial meetings with parents and gives them a 'parents pack' which contains copies of her policies and procedures. Notice boards within the childminder's home display relevant information, such as, the childminder's registration certificate, public liability insurance certificate and safeguarding contact numbers. Feedback from parents is very positive and they are well informed about the children's care and achievements, through the completion of individual development records and daily discussions with the childminder. Parents are also adding their comments to their child's development record.

The children have regular opportunities to learn about the local community. This is because the children are taken out to the library, playgroup and garden centre. The children have access to a small number of resources which reflect positive images of diversity, therefore, there is scope to increase this range. The children have opportunities to gain an awareness of other cultures, for instance, they made lanterns for Chinese New Year. Resources of other toys and equipment are deployed satisfactorily to support children's progress.

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

The children have regular opportunities to visit the park and take part in music and movement sessions. Therefore, they are developing a positive attitude to exercise. The children adopt good hygiene practices because the childminder encourages them to clean their hands prior to eating and after handling pets.

Young children are content and settled because their individual needs are met by the childminder. As a result, they enjoy their food very much, laugh while playing and have formed close attachments with the childminder and her family. Young children are beginning to show an understanding of how to keep themselves safe, for example, through practising fire drills. They are also exploring their

surroundings with great interest and are becoming active and inquisitive learners, for example, they enjoying the challenge of independently getting on and off the childminders sofa.

The system for assessing and recording the children's development identifies the children's achievements and next steps. Monitoring systems are also in place, which demonstrates that the children are making satisfactory progress in their learning and development. Simple activity planning focuses on children's individual needs, interests and interesting themes, such as valentines day, father's day, the royal wedding and bonfire night.

Young children have regular opportunities to learn about the natural world. While visiting the farm and singing 'Old MacDonald had a farm', they make connections and extend their vocabulary. For instance, they learn different animal names and sounds. Young children have daily opportunities to be involved in messy and creative play, such as, making Christmas pictures using glue and glitter. They are beginning to know how to use various tools and equipment, for example, they can make marks with crayons and paints.

Young children independently select and carrying out activities, for instance, one child decided to play with the shape sorter, play dough and look at a dinosaur book. Young children show an interest in toys with buttons and begin to learn to operate them. The childminder is a very friendly and positive person, who consistently gives the children lots of praise and encouragement. As a result, young children cooperate with routines and are beginning to use sign language to communicate words, such as please and thank you. All of these activities develop children's skills and contribute to their future economic well-being.

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	3
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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