

Inspection report for early years provision

Unique reference number	EY426582
Inspection date	19/12/2011
Inspector	Angela Howard
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 2011. She lives in Barnsley in South Yorkshire with her husband and two teenage children. The ground floor of the home, plus toilet facilities and one designated bedroom on the first floor of the childminder's home is used for minding purposes. Outdoor play is available in the enclosed rear garden. Schools, parks and shops are within walking distance of the premises. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of six minded children at any one time, of whom three may be in the early years age range. She is currently minding one child in the early years age range. She also offers care to three children aged over five years to 11 years. The childminder provides a service from Monday to Friday for 48 weeks of the year. Overnight care may be provided for one child. 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.

Children are settled and happy in the childminder's care. Suitable relationships with parents are in place and this supports the childminder to meet the children's care needs appropriately. The observation and assessments of the children are overall adequate but resources, such as the outdoor play area are not used to their full potential. The childminder demonstrates some knowledge of her strengths and areas for development and is committed to make the necessary improvements, although self-evaluation is in its infancy.

What steps need to be taken to improve provision further?

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

- develop skills further in using observations to plan next steps in children's learning, to engage children fully and ensure activities are tailored to their individual learning needs
- enhance the process of self-evaluation to provide a clear direction for the future development of the service.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory knowledge of the procedures for safeguarding. She ensures all parents are aware of her responsibilities to protect children should she have any concerns regarding their welfare. Appropriate risk assessments are in place to ensure hazards around the home and on outings are identified and minimised. Each day she carefully considers the age range present when planning different activities and assesses risks adequately to promote children's safety and

enjoyment. The childminder has satisfactory systems in place to ensure people who have regular contact with children are suitable to do so. All adults residing on the premises are vetted, and details of any visitors to the setting are appropriately recorded. The children move freely and independently within the childminder's home. They have space to play and they enjoy choosing from a selection of activities that are stored around the room in labelled cupboards and drawers. The childminder knows the children well and responds supportively to their plans. For example, she provides a range of appropriate activities, encouraging them with suggestions and allowing them to make choices about their play. This gives children the confidence to explore and learn in an environment that is like a second home. Children's awareness of their local community is raised suitably by regular outings to the shops, school and park. The childminder has a range of resources, which reflect other cultures. She plans activities that help to promote children's awareness of diversity and difference, such as tasting different food from around the world. She also has an acceptable range of factual books about other countries, which she explores with the children.

Parents receive all required information regarding the setting and are beginning to be encouraged to share and contribute to their children's learning. They receive clear verbal information about the setting and receive some written information about their child's achievements and observe children's art work. The childminder does not currently care for any children who attend other early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. The childminder has good commitment towards continuous improvement and is aware of the benefits of reflecting on her practice. She is keen to attend training and has begun to use a self-evaluation record with some areas for development being identified. However, this is in its infancy and some planned improvements are still in progress and she has yet to develop the system to rigorously monitor and evaluate her practice. Therefore, at this stage there is little evidence to show the impact on children's development.

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

The childminder has a satisfactory understanding of the activities and experiences required to promote learning and development. She ensures that children enjoy a suitable range of activities across most areas of learning which take account of their interests and needs. However, although the childminder knows the children in her care well and identifies what they can do, what they like to do and identifies some of their next steps. She is not using this information fully to help her plan effectively so that children receive personalised learning. Warm relationships are in evidence and the children are settled and confident. They freely approach the childminder and enjoy close contact through activities. Children enjoy a wide range of books, songs and rhymes and access to mark-making materials. They experiment drawing and painting pictures to represent their thoughts. The childminder is skilful in supporting children to become self-assured and confident to communicate. For example, as the children play, conversations flow freely. This

is supporting children's learning in communicating, language and literacy appropriately. Children thoroughly enjoy role play and care for the dollies sensitively, rocking them and putting them to sleep in pushchairs. They show good levels of concentration as they become engrossed in putting the jack-in-a-box back in his box persevering for some time to close the lid. Children take part in a suitable range of activities to raise their awareness of problem solving as they participate in number games and counting every day objects. They do puzzles and enjoy exploring shape as they attempt to post shapes into sorters. When the children build towers they are encouraged to count and take time to consider how to solve problems, such as how to balance bricks to ensure the tower does not fall over before they have finished building it. The children are developing satisfactory skills for the future by developing good self-esteem and motivation as they play. Overall, this results in children having a positive attitude towards learning.

Children's individual dietary needs are met by the childminder providing healthy and nutritious meals and snacks. Their health is further promoted because the childminder encourages the children to adopt good personal hygiene practices and she follows clear procedures to minimise the risk of cross-infection. Children are generally active and gain confidence in what they can do with their bodies, as they pedal and propel toys with their feet and throw and catch balls. This helps children to develop a positive sense of well-being. However, although the outdoor play area offers children the freedom to explore and be physically active it is not sufficiently well planned to give them opportunities to explore the six areas of learning in different ways from indoors. Children are well behaved and have good manners developing the personal qualities necessary to enable them to work together harmoniously. The childminder is beginning to help children understand how to keep themselves safe appropriately. Their awareness of risk and safety is raised in everyday activities. For example, they learn to stay beside the childminder when they are out walking and regularly talk about road safety issues when they are walking to and from school. The childminder has a well considered plan for emergency evacuation and consistently but gently reinforced safety rules help children begin to take responsibility for their own safety. Therefore, they are developing satisfactory knowledge of danger and how to stay safe.

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	3

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	3
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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