

Inspection report for early years provision

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Inspection date	19/01/2012
Inspector	Laura Hoyland
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 with her parents and two younger siblings in a semi-detached house in the Grimethorpe area of Barnsley. Her mother is also a childminder. The whole of the ground floor of the childminder's property is used for childminding purposes with access to bathroom facilities on the same floor. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 and no more than one may be under one year old. Currently, there are two children on roll in the early years age range. The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is knowledgeable about the Early Years Foundation Stage and ensures that all children are provided with exciting and stimulating learning opportunities. Overall, resources ensure that children progress well in all six areas of learning. The childminder has created a safe and secure environment where children's individuality is nurtured and their individual needs are well met. Effective systems of self-evaluation are in place and the childminder is fully committed to continuous improvement. Good partnerships have been formed with parents, carers and other professionals.

What steps need to be taken to improve provision further?

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

- provide positive images and resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of her role and responsibilities and ensures children are safeguarded at all times. For example, she has attended safeguarding training and has effective policies and procedures in place. She is knowledgeable about the appropriate course of action to take to manage any concerns she may have about children in her care and fully understands that

children's welfare and safety is paramount. All adults living on the premises have had Criminal Records Bureau checks and are safe and suitable to work with children. The childminder has conducted comprehensive risk assessments for the premises and for all outings and she reviews them regularly. As a result, children are kept safe both on and off the premises.

The childminder provides a wide range of resources for all children. However, there is a limited range of culturally diverse resources and positive images. Consequently, children's knowledge and understanding of the world they live in is not fully extended. The childminder has organised the environment to ensure children have plenty of space to move around both freely and safely. An effective equal opportunities policy is in place and reviewed regularly. This means that children's individuality is recognised and respected.

Self-evaluation enhances all aspects of the provision because the childminder has a very positive attitude to critical reflection and continuous improvement. For example, she reflects on her practices and writes a monthly development plan. She regularly asks parents for their views on the provision and sets realistic targets. Consequently, she is very aware of her strengths and weaknesses and is able to competently prioritise areas for improvement.

The childminder has developed strong working relationships with parents and discusses children's welfare, learning and development with them on a daily basis. This means that parental wishes and children's individual needs are efficiently met. Effective relationships have been formed with other professionals to ensure that children's welfare and learning is fully supported.

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

All children are happy and settled in the setting. They move around confidently and independently select resources to explore. The childminder follows children's individual routines and this means that they feel safe and secure. She regularly uses outdoor activities to discuss staying safe with the children. For example, she takes them on outings and teaches them that they must wait for the green man in order to cross the road safely. As a result children are beginning to develop an awareness of how to keep themselves safe.

Children have daily opportunities to engage in physical activities. For example, they crawl through an indoor tunnel and practice throwing plastic balls out of the play tent window. This supports children's large muscle development and coordination skills. The childminder plans regular walks to local places of interest. For instance, she takes the children to see the ducks at the pond and horses in the nearby fields. This means that children are beginning to understand and develop interests in their local environment. The childminder provides a good range of healthy and nutritious meals and snacks. She is aware of each child's preference and dietary requirements. Consequently their health, physical and dietary needs are well met.

The childminder fully understands the Early Years Foundation Stage and plans age

and stage appropriate activities for all children taking into account their interests and new experiences. For example, they sing counting songs and talk about the letter sounds at the start of each child's name. This supports their mathematical and communication, language and literacy skills very well. The childminder regularly observes children and uses this to plan their next steps. She tracks their progress well and is able to identify any gaps in their learning. This means that all children make good progress in relation to their capabilities and starting points.

Children display a strong sense of belonging in the setting and behave very well. This is because the childminder has formed strong bonds with the children and uses positive behaviour strategies. For example, when playing with play dough she uses regular praise and encourages them to respect each other through sharing resources. This means that children are learning to respect themselves and each other.

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	2
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	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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