

Inspection report for early years provision

Unique reference number	EY383967
Inspection date	26/01/2012
Inspector	Tara Street
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in December 2008. She lives with her partner in Darfield in Barnsley. Premises are accessible via a small step to the front door. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year. The childminder sometimes works alongside another childminder. The childminder is currently minding four children under eight years all of which are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The childminder holds a degree in Early Childhood and Curriculum Studies. She is a member of the National Childminding Association and receives support from the local authority. The childminder attends the local toddler groups and meets regularly with other childminders as part of the local network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, friendly and inclusive environment where they have high levels of individual attention. They make good progress in their learning and development because overall the childminder ensures a good variety of activities and opportunities are provided which cover most areas of learning well. Most records, policies and procedures are implemented effectively to safeguard and promote children's welfare. Effective partnerships between the childminder, parents, carers and other agencies ensure children's needs are met. The childminder uses self-evaluation systems well to make changes that impact positively on children's care and learning and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is gained from parents for each and every medicine before it is given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 15/02/2012

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

- enhance children's experience by providing different learning opportunities for individual children who may need more challenge to ensure they reach their full potential
- encourage children to help to plan the layout of the environment and to contribute to keeping it tidy.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibility to protect children and is well informed about procedures to be followed and the agencies that can be contacted if she has concerns. The childminder is committed to safeguarding children and implements procedures accordingly, for example, fire drills are carried out regularly. Detailed records and policies for the smooth running of her childminding service are available. However, whilst she has maintained records of medication administered to children and discusses this with parents she has not ensured prior written consent is obtained as required in regulations. The environment, both indoors and outside is subject to thorough risk assessments to ensure that risks to children are minimised and the childminder risk assesses any outings undertaken.

The childminder clearly demonstrates she has the capacity to tackle priorities and has identified key areas to improve outcomes for children. She effectively evaluates her practice to ensure the needs of those attending are well met. Within the self-evaluation process, the childminder welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment and equality and diversity is promoted throughout all aspects of the setting. Toys, resources and equipment are of high quality and kept in clean, safe storage.

The childminder has developed very strong relationships with parents and carers which are based on mutual trust. The childminder maintains communication in a number of ways. For example, daily feedback is provided for parents and they are invited to contribute to children's care and learning so that there is a shared understanding of children's needs. For example, parents and carers are encouraged to complete 'Good news from home' sheets. Parents value immensely the records of assessment with detailed information and photographs about their child's progress and achievement. Parents express a very high degree of satisfaction with the service they receive. In particular, they comment on their children's contentment in the care of the childminder and the wide range of stimulating activities. The childminder has a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. She has made good links with other childminders and early years settings and demonstrates a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

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

Children are totally at ease and enjoy their time at the setting. They demonstrate that they feel safe and secure as they confidently play well on their own, with each other and with the childminder. They move around freely in the available space and independently choose what they would like to play with from the range of resources available. For example, children freely explore a variety of different musical instruments, microphone, trucks and cars, books and puppets. However, although resources are rotated regularly the majority are stored upstairs which limits the ability of the childminder to provide different learning opportunities for individual children who require more challenge. This means that in some instances children's learning may not be maximised. Nevertheless, children are making good progress in their development because the childminder makes regular detailed observations of children's achievement and implements a good range of adult-led and child-led activities.

The childminder uses the Early Years Foundation Stage learning and development requirements well to plan experiences that meet children's individual interests. For example, children enjoy exploring the texture of bark chippings when pretending to be builders outside with hard hats and diggers. They eagerly look at pictures of sea creatures in a book and then hunt for the matching toy in the basket, such as an octopus, fish and turtle. The childminder ensures that children have access to a good range of age appropriate books and this promotes their awareness of print. For example, the childminder reads a touch and sound book about farm animals and supports the children to feel and describe the different textures, such as, soft, fluffy and woolly. Children have good opportunities for imaginative play. For instance, they pretend to feed a baby its bottle and enjoy dressing up and dancing around the room. A good range of interactive toys are easily accessible, which gives young children the opportunity to operate simple electronic equipment. Children enjoy building with construction materials and the childminder uses number language during everyday activities. This helps to develop children's awareness of numbers. Their understanding of the society in which they live is beginning to develop through outings to local venues and a good selection of resources that reflect positive images of cultures and disability. As a result children effectively develop skills for the future.

Children's confidence and self-esteem are promoted well as they respond to praise and encouragement from the childminder. This impacts on their behaviour and the childminder encourages all children to share resources. However, opportunities to encourage children to help to plan the layout of the environment and to contribute to keeping it tidy are less well developed. Children adopt good personal hygiene habits by washing hands unaided or with minimal assistance. Their good health is effectively promoted through daily outside activities. This is further enhanced through the balanced meals and the range of fruit at snack time.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept) 15/02/2012