

Inspection report for early years provision

Unique reference number	EY408601
Inspection date	19/01/2012
Inspector	Joanne Gray
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. She lives with her husband and their three children aged eight, six and two in a residential area of Sheffield. The ground floor of the childminder's house is used for childminding purposes and the bathroom on the first floor. The home is close to shops, parks, schools and public transport links. The garden is not currently suitable for outdoor play, but alternative arrangements are made. The family has two pet guinea pigs.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends 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.

Children's individual care and learning needs are well met by the childminder. She promotes their sense of belonging by finding out about and responding to them as individuals. Children's learning is planned, promoted and monitored well, although parents are not fully supported in extending their child's learning at home. Children are making good progress through the Early Years Foundation Stage. Overall, there is a wide range of good quality resources to support learning. The childminder values the importance of continuous improvement and has completed the Ofsted self-evaluation form in order to assess the effectiveness of her provision.

What steps need to be taken to improve provision further?

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

- further develop systems to encourage parents to be involved in their children's learning and development
- enhance the provision of positive images and resources to support children's understanding of the wider world.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has a good understanding of safeguarding procedures and knows how to take action to safeguard children in

her care. Policies and procedures are well organised and shared with parents. Regular risk assessments minimise the chance of accidental injury effectively. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean, safe and easily accessible. The home is clean, warm and well-maintained which helps children settle and feel at ease. The childminder has implemented a detailed sickness policy which protects children from the spread of infection. Children's freedom of choice is supported because resources are plentiful and a good selection is easily accessible to them. They have room to play and rest and the childminder effectively utilises the space available. The planning of activities is flexible and develops through the individual play preferences and interests of the children. This ensures that they benefit from a good balance of child-initiated and adult-led activities. The childminder has effective policies in place to promote equality and diversity and children are involved in a good range of activities to support their understanding. For example, they attend a wide variety of different groups in the local community and some resources are available in the home to reflect differences. However, there is scope to build on those available to further develop children's understanding of the wider world.

The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form to help identify the settings strengths and areas for improvement. The childminder is enthusiastic about what she does and shows a sound capacity for improvement. In addition, parents and children complete feedback forms to contribute their views of the provision. The childminder has a secure understanding of the benefits of working with other professionals to enable children to meet their full potential. She has established effective links with the other providers involved in children's care and learning to assure consistency. The childminder has formed good relationships with parents and regularly talks to them about their children's welfare. She has developed effective ways of gathering information from parents regarding children's starting points and interests. She then formulates detailed plans with this evidence to enhance children's learning and development and keeps comprehensive learning journals for each child. However, opportunities for the journals to be shared more systematically with parents in order to further support children's learning at home have not yet been fully explored.

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

Children benefit from a good range of age-appropriate play provision to promote their learning and development. There is a good balance of child-initiated and adult-led activities. The childminder uses her knowledge of the Early Years Foundation Stage to provide a balanced curriculum linked to children's interests. She knows her children well and provides toys and resources that they are interested in and enjoy. This ensures children feel safe and secure in the childminders care. Young children's spontaneous play is well supported by the childminder because she adds to, and adapts, resources to extend their learning and development. For example, she provides pencils and paper when the children become interested in marking marks.

Children learn about technology as they operate interactive toys and begin to solve problems as they post the letters in the post box. The childminder counts the bricks with them as they build a tower and they begin to recognise different colours. Children enjoy a good selection of age-appropriate books and talk about the pictures with the childminder. They listen intently as the childminder enthusiastically tells them stories. Children's communication skills are further extended as she sings songs with them and encourages them to join in with the actions and shake the musical instruments. Children learn about size and shape as they play with different sized cups in the home corner. They are developing an understanding of weather and the seasons as they talk about the rain outside with the childminder. The children enjoy a variety of creative activities, such as, play dough and painting.

Children develop a good understanding of the importance of living a healthy lifestyle through regular exercise; for example, they go on walks and visit parks. They also visit indoor soft play areas where they can develop their physical skills using a varied range of equipment. The childminder supports the children's understanding of healthy eating by providing a choice of healthy snacks, for example, wholemeal toast and fresh fruit. Children are very familiar with snack time routines; they sit at the table and eat well. They are learning about good personal care through everyday activities and routines. For example, the childminder encourages them to rub the soap into their hands as they clean them before snacks and meals. Children understand the simple rules that are in place to teach them to share and take turns. The children have good self-esteem and confidence. This is because the childminder regularly praises them and celebrates effort and achievement.

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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