

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420999
<b>Inspection date</b>	02/02/2012
<b>Inspector</b>	Laura Hoyland
<b>Type of setting</b>	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 husband, adult child and two children aged seven and 13 years in a semi-detached house in the Grimethorpe area of Barnsley. Her eldest daughter is also a registered childminder who she co-minds with. 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 five 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.

All children are warmly welcomed by the childminder who understands each child's individual needs and interests. Children's welfare is promoted through comprehensive and effective policies and procedures as well as the childminder's underpinning knowledge. Overall, resources ensure that children progress well in all six areas of learning. The childminder has formed positive relationships with parents, carers and others to ensure children's individual needs are consistently met. Effective systems of self-evaluation are in place along with a positive attitude that ensures continual improvements are achieved.

## **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**

Children are safeguarded well because the childminder fully understands her role and responsibilities. For example, she has comprehensive policies and procedures in place and has attended safeguarding training. She is knowledgeable about the appropriate course of action to take to manage any concerns and is proactive in updating her knowledge regularly. All adults living on the premises have had

Criminal Records Bureau checks and are safe to work with children. This means that children are appropriately safeguarded in the setting. The childminder has conducted thorough risk assessments for the premises and for all outings, she has a high level of awareness of potential risks and takes all reasonable steps to minimise them. As a result, children are kept safe both on and off the premises.

Children are able to independently select resources and take part in activities because the childminder has created a warm, welcoming and stimulating environment. She organises her time well and this means that children are supported in their learning and development. The childminder provides a good range of resources for children. However, they have access to 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 a very positive attitude to continuous improvement and a high priority is given to self-evaluation. For example, she has created development plans and reviews them regularly detailing her progress towards realistic targets. The childminder asks the children and their parents for their views regularly and as a result she is very aware of her strengths and areas for development.

The childminder has built strong and positive relationships with parents. She discusses children's welfare, learning and development with parents on a daily basis. For example, she writes daily diaries that detail children's routines and the activities that they have enjoyed as well as new experiences and interests she has observed. This means that parents are consistently kept informed of their child's time in the setting. Good partnerships 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 have developed strong attachments with the childminder who follows their individual routines and this means they feel safe and secure. The childminder provides a broad range of learning opportunities for children to develop an understanding of safety issues. For example, she takes children on regular walks where they practice crossing the roads safely. They wait for the traffic to stop and the green man to beep before checking that the road is safe to cross. Children are also aware of the emergency evacuation procedure that they practice regularly. As a result, children are beginning to develop an awareness of how to keep themselves safe.

Children are developing an awareness of healthy lifestyles because the childminder promotes healthy eating and plans regular opportunities to exercise. For instance, children develop their large muscles and co-ordination skills as they experiment climbing in and out of boxes, which they thoroughly enjoy. The childminder also takes the children on regular walks to count the ducks and horses in nearby fields. This means that children are beginning to understand their local community as well as practising their mathematical skills. Children are starting to develop healthy practices. For example, they wash their hands prior to snack time and after

toileting. They also demonstrate their understanding by imaginatively washing doll's faces with wet cloths and role play changing their nappies.

The childminder understands the Early Years Foundation Stage and is committed to planning age and stage-appropriate learning opportunities and activities for all children. She takes into account their interests and new experiences. For example, they read their favourite books together and the childminder introduces new words. This supports their communication, language and literacy skills. The childminder regularly observes children and uses this to plan children's next steps. She tracks their progress and is able to identify any gaps in their learning which she focuses on to ensure children progress in all six areas of learning. This means that all children make good progress in relation to their capabilities and starting points.

Children behave well in the setting because the childminder has formed good relationships with the children. She uses positive behaviour management strategies and regularly praises children's behaviour, for example, when children using the blackboard share creative resources. This means they are learning to respect themselves and others.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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