

Inspection report for early years provision

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| Unique reference number | EY425970 |
| Inspection date | 09/11/2011 |
| Inspector | Lindsay Dobson |
| 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 registered in 2011. The family live in Shafton on the outskirts of Barnsley. Children access the whole of the ground floor and bathroom facilities on the first floor. There is a fully enclosed outdoor play area available. There are shops, parks and toddler groups nearby.

The childminder is registered on the Early Years register as well as the voluntary and compulsory parts of the Childcare register. She may care for six children at any one time. There is currently one child on roll who is in the early years age range. The childminder offers care between 8am and 6pm, Monday to Friday, throughout the year. The family has a pet guinea pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. Their welfare needs are suitably met through the strong partnership working with parents and through the gathering of detailed information about their children. Overall, the environment is safe and secure, although some risk assessments are not fully implemented. The childminder has a developing understanding of the Early Years Foundation Stage, which helps children to make sound progress in their learning. This is further supported by the effective procedures in place, for the childminder to work with other settings the children attend. Processes for self-evaluation are in the early stages and are not yet fully effective.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 06/03/2012

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

- develop systems to reflect more actively on practice, in order to identify focused and well targeted priorities for improvement and include the views of parents, carers and children in this process

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues and procedures. She has implemented a safeguarding procedure which includes information regarding allegations of abuse. Procedures are shared with parents enabling both parties to act in children's best interest, should they have a concern. The childminder is suitably organised and all required documentation is in place, suitably maintained and readily available for inspection. This also promotes children's welfare whilst at the setting. The childminder is safety conscious and monitors children's safety through daily checks on her home and the record of risk assessments she maintains. However, the record of assessment for the home and garden lacks some detail to ensure it is fully robust and this is a breach of a specific legal requirement. Risk assessments for outings are suitably detailed and well maintained. The childminder has implemented safety features throughout her home, such as socket covers and cupboard locks.

The childminder is in the early stages of self-evaluation. She is seeking support from the local authority and has registered for the 'Quality Improvement Programme' to enable her to develop this process. However, she is not able to identify her strengths and areas for development, to ensure identification of targets to further promote the outcomes for all children. Also she is not seeking the views of the parents, carers and children in this process. The childminder promotes an inclusive service for all children and their families and adapts activities to ensure that they can all join in, whatever their age or stage of development. Children are becoming familiar with differences as they play with a range of toys that promote diversity, celebrate a range of cultural festivals and learn from the positive attitude of the childminder.

The childminder is developing strong working partnerships with parents and from the outset they are given some detailed information about her practice. This provides them with the opportunity to make informed decisions about their children's care. She also gathers appropriate information about the children and uses this to meet their individual needs. Daily discussions and access to their children's learning journeys, ensures parents are kept up to date with their child's welfare and development. The childminder has made good links with other settings attended by the children and this includes maintaining a transitional file, ensuring welfare and learning is promoted and complemented by all care givers.

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

Children are happy and settled in a welcoming environment. They are confident and motivated as the childminder understands their needs and interests and enjoys spending time with them. Appropriate use is made of the space in the setting. This enables children to move around independently and choose from a suitable range of resources which cover all areas of learning. Children benefit from a flexible routine, which includes a balance of child-centred and adult-led activities.

The childminder uses photographic evidence to support her observations of children's development; she links her observations to the areas of learning and is clearly identifying possible next steps. Children's behaviour is managed well. The childminder's calm and patient manner and continuous use of positive praise raises children's confidence and self-esteem.

Children access a sound range of creative activities, both at the local playgroup and in the childminder's home. This encourages the development of their self-expression and coordination as they paint, use play dough and make sticking collage pictures. The childminder plans activities, including visits to places of interest, where children have suitable opportunities to develop their social skills. The childminder has photographic evidence to support the range of activities she involves children in. For example, children develop their independence and self-help skills, as they put on their own coats and shoes, make decisions about their play and activity and take some responsibility for their own personal hygiene. The childminder ensures resources are available which she knows the children are interested in, such as the cars and trains. Children play for extended periods as they line the cars up, or make a train track working out how the pieces fit together. Children have free access to a suitable range of books which are age appropriate for the children cared for. The childminder encourages children's learning in everyday routines. For example, she asks them questions as they play, about shape, size, number and colour. The childminder actively supports children's knowledge and understanding of the world. They have daily access to the childminder's guinea pig and enjoy feeding her and learning about her care. They collect leaves and foliage for their collage pictures when out in the community and they visit the local duck pond and begin to learn about the ducks and geese they see.

Daily opportunities for outdoor physical activity help children to develop a positive attitude to exercise and an understanding of a healthy lifestyle. They enjoy using wheeled toys, visiting the park and going to the swimming baths during school holidays. The childminder works closely with the parents who provide lunches for their children, encouraging children to learn about which foods are healthy. She encourages appropriate routines for personal hygiene. For example, children learn to wash their hands after toileting and before eating and are provided with liquid soap to help prevent cross infection. Children develop a growing understanding of personal safety through practising road safety on outings and regularly take part in the evacuation drill from the home.

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

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| 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

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| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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| 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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