

Inspection report for early years provision

Unique reference number	EY355509
Inspection date	27/03/2012
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 2007. She lives with her husband and two children aged 12 and 16 years in a railway cottage in Wombwell, on the outskirts of Barnsley. Premises are accessible via a small step to the back 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 on a full and part-time basis.

The childminder is registered to care for a maximum of six children at any one time; of these, not more than three may be in the early years age group. The childminder works with an assistant. She is currently minding 13 children under eight years and of these seven 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 and attends the local parent and toddler group. The family have a pet dog. The childminder holds a qualification at level 3 in early years. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a calm, comfortable and inclusive environment where children are happy and confident. Children make good progress towards the early learning goals because overall the childminder ensures a good variety of activities and opportunities are provided. Most records, policies and procedures are implemented effectively to safeguard and promote children's welfare. Overall, good relationships have been formed with parents and carers to ensure children's individual needs and routines are met. The childminder has good systems in place to evaluate the quality of the provision and is committed to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written permission 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)
- 27/03/2012

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

- develop further the indoor environment by ensuring all resources are easily

- accessible to all children
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process.

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 had concerns. The childminder is committed to safeguarding children's safety 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, while she has maintained records of medication administered to children and discusses them in detail with parents, she has not always obtained their prior written consent, which is a breach of a requirement. The childminder is vigilant about children's safety and conducts regular risk assessments for the premises and outings.

The childminder constantly seeks ways to improve the service she provides. She demonstrates a professional attitude to her work and is committed to providing the best possible care. She evaluates her practice through close monitoring, which helps her to identify and prioritise areas for development. She successfully provides a stimulating learning environment while managing to retain a warm, homely atmosphere where children feel very much at home. Toys, resources and equipment are of high quality and kept in clean, safe storage. There is a good range of resources to help raise children's awareness and appreciation of equality and diversity.

The childminder values the links and positive relationships she has built up with the families of the children in her care. Parents and carers are informed of their child's day and events through regular verbal feedback, a daily diary and access to their development records. However, systems to involve parents and carers more fully as part of the ongoing observation and assessment process are less well developed. This affects parents' and carers' ability to fully support their children's learning and development. 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 early years settings and demonstrates a clear 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 happy and settled, and are enthusiastic, active learners. The childminder has a good understanding of the Early Years Foundation Stage and of how children learn. She offers good support and encouragement, and as a result, children engage well in a mix of child-initiated and adult-led activities. Children demonstrate that they feel safe and secure as they confidently play well on their

own and with the childminder. They move around freely in the available space and enjoy a wide range of resources and play activities. However, owing to the organisation and storage of some of the resources, children's independent access is limited. Sensitive observations are regularly completed on children. These form their individual learning journals, identify possible lines of development and are effectively used for future planning.

Children of all ages are becoming confident communicators, are articulate and express themselves well. A wide range of high quality books are readily available to children. They love looking at these, and the childminder uses them well to support children's learning. For example, they enjoy identifying the different characters in the pictures and talk about what they are doing. Children's understanding of numbers, size and shape is developing well. They engage in lots of matching and sorting activities such as filling containers with sand and counting and matching a variety of different cars and trucks. Children go on many outings. Trips to places such as the park, seaside, museums and children's centre, and nature walks in the countryside raise their awareness of the wider community and provide opportunities for children to have fun in the fresh air. Children's behaviour is very good, they listen to what the childminder is saying to them and are learning to respect others and their environment. Children have lots of daily opportunities for sensory exploration and messy play with materials such as paint, glue, junk modelling, sand and wet play. A good range of interactive toys are easily accessible, which give young children the opportunity to operate simple electronic equipment. As a result, children effectively develop skills for the future.

The childminder's home is clean and very well maintained. Children are developing an awareness of healthy living. They learn suitable hygiene practice during their daily routines. For example, they know they must wash their hands after using the toilet and after messy play. Their good health is effectively promoted through daily outside activities, where they enjoy playing on scooters, drawing on chalkboards and watching the chickens next door. Their health is further enhanced as children eat well, and the snacks and meals provided by the childminder make a significant contribution to children's intake of fresh fruits and vegetables.

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) 27/03/2012

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) 27/03/2012