

## Inspection report for early years provision

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<b>Unique reference number</b>	EY373786
<b>Inspection date</b>	02/04/2012
<b>Inspector</b>	Catherine Curl
<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 2008. She lives in the Cundy Cross area of Barnsley. The whole of the ground floor is used for childminding and children have access to a secure outdoor area. The childminder's house is close to shops, parks and public transport links. She has fish, two cats and a dog as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time; of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children over five years to 11 years. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She occasionally works with an assistant. The childminder drops off and collects from local schools.

The childminder is a member of an approved childminding network and holds a level 3 qualification in childcare. 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.

The childminder provides a welcoming, safe and homely environment for children where they are valued as individuals. A strong relationship and a calm happy atmosphere create a secure environment for children. This means they make good progress in their learning. A strong emphasis on partnerships with parents and carers places children at the centre of the practice. A broad range of resources and activities, generally, provides them with good levels of challenge. Overall, the childminder effectively evaluates her provision to secure improvement for all children.

## **What steps need to be taken to improve provision further?**

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

- extend the range of flexible resources that can be used in many different ways to facilitate children's play and exploration
- develop the systems already in place to further self-evaluate and monitor practice to bring about continuous improvement to ensure that the needs of all the children are met.

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

Comprehensive knowledge of local safeguarding policies, along with effective procedures to manage any concerns, ensures that children are protected in the childminder's care. The premises are well maintained and secure. The childminder carries out risk assessments and detailed daily checks effectively assessing and dealing with all potential risks to children. This ensures their safety on the premises.

The childminder has a good understanding of children's development and uses this successfully to support them in their learning. Good partnerships with parents support the childminder in identifying and meeting children's individual needs. The environment is well organised and children are encouraged to independently move around the home and explore their interests, this creates a positive disposition to learning. They freely use a broad range of quality toys and books that provide good levels of challenge appropriate to their age and stage of development. However, there is a limited range of flexible resources for children to use in many different ways, this limits their opportunities to be creative in their play.

The childminder is fully committed to improving her provision for children. She works in partnership with the local authority, reviewing and adapting her practice to secure improved outcomes for children. For example, she recognises that displaying children's work promotes their sense of belonging and being valued. She has created an area on her fridge for this purpose. However, parents do not currently give their views on the provision, which means that they are not involved in policy decisions or changes to the service. The childminder places a strong emphasis on developing partnerships with parents and ensures they are involved in their child's learning through daily discussions. The childminder forms very good relationships with children. She is skilled at communicating with them and detecting when they need more help which promotes equal opportunities for all. She demonstrates a good understanding of the benefits of partnership working with other providers and professionals to further support all children's welfare and learning.

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

The childminder develops warm trusting relationships with children which helps them to feel confident and safe in her care. This means children are happy to explore and try out new things. For example, children express their desire to get down from a chair independently. The childminder watches as they turn and slide off the chair. This supports children as they learn to assess risk. Children's emotional and physical well-being is enhanced because the childminder fully understands when they are anxious. For example, children show they are beginning to become less fearful when the dog barks, they smile and say 'He's woofing. He's talking, wants to come and play'.

Children learn about health and bodily awareness because the childminder teaches them about the need to wash hands before and after eating, and after stroking animals. Children show their awareness by holding up their hands to be wiped. There are opportunities for self-care at meal and snack times and children learn to make healthy choices about the food they eat. They learn to use equipment safely because the childminder encourages them to cut their fruit up and feed themselves. They develop a positive attitude to being physically active. They have daily opportunities for exercise, such as, walks to the park or moving to music.

Children are supported to have the disposition and attitude to learn by the childminder as she encourages them to explore their environment. She constantly observes children and plans activities that are purposeful and developmentally appropriate. Consequently, children are making good progress in their learning. Children develop their language for communication, thinking and reading skills when the childminder reads favourite books with them. Children independently select their favourite books and sit on the childminder's knee as she reads to them. They are interested and involved as they look at the book and search for the squirrel at the turn of each page. At the end of the story they show their enjoyment as they enthusiastically bounce up and down and say 'again, again, again'. Children have fun and hear numbers when the childminder plays 'This little piggy went to market'. The childminder imaginatively supports children to understand shape, space and measure by reading a book about opposites. This lets children hear positional language such as 'over' and 'under'. The childminder helps children to make connections in their learning when she talks about the cats going 'over' or 'under' the stair gate. Children have opportunities to learn from a broad range of information and communication technology which is developmentally appropriate. For example, they choose to play with cause and effect toys and lift the flaps on interactive books.

A strong relationship and a calm happy atmosphere create a secure environment for children which promotes their self-confidence and self-esteem. Lots of praise fosters good behaviour and self-control. The childminder is fully committed to equality of opportunity for all. She has helped children to create their own house rules that ensure fair play for everyone. For example, they have included rules about being kind, including everybody and respecting each other. This effectively supports children to value diversity and develop a respect for individuality.

## 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

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

Met