

Inspection report for early years provision

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Inspection date	30/03/2012
Inspector	Elisia Jane Lee
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 2000. She lives with her two children aged 13 and 16 years, on the outskirts of Barnsley. The ground floor rooms of the house are used for childminding and the bathroom is located on the first floor. There is a fully enclosed garden for outdoor play. The family has a cat. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered 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 registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted; therefore, they make good progress in their learning and development and enjoy a wide range of activities and age-appropriate resources. Comprehensive observation and assessment systems are in place to meet children's individual care and developmental needs. Children are valued as unique individuals and a high regard to inclusive practice is shown throughout all aspects of the setting. Children's progress is effectively shared through strong partnership links with other professionals and exemplary partnerships with parents and carers. The childminder uses reflective practice to identify areas for development and is fully committed to self-evaluation to ensure practice is consistently improving.

What steps need to be taken to improve provision further?

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

- ensure that effective use is made of training opportunities to extend and develop practice further.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of child protection and appropriate procedures, which contribute towards safeguarding children's welfare. All adults living on the premises have completed the required vetting procedures. Knowledge of arrangements for safeguarding children is secure. Relevant policies and procedures have been developed and are reviewed on a regular basis to ensure they are up to date and continue to meet requirements. Comprehensive risk assessments are in place and regularly undertaken to identify risks. The childminder gives careful attention to fire evacuation procedures and actively promotes safety messages, such as crossing the road safely. She has clear and

well-organised procedures for the safe collection of children. In addition, children receive knowledgeable support and supervision from the childminder. As a result, the environment is safe and secure and children are well protected. The childminder ensures that the exit doors are kept locked and safety equipment is used, such as safety gates and socket covers. This ensures that priority is given to children's welfare.

The organisation and management of the setting is good, with a focus on creating a homely atmosphere and improving outcomes for children. The childminder knows children well and through her links with parents she plans and promotes children's progress. She regularly observes what children can do and uses this well to plan and develop their skills. The childminder reflects on her practice and is developing systems for self-evaluation. For example, she identifies which resources need to be purchased in order to ensure that children remain motivated and interested to learn. However, at present she does not make full use of training opportunities available to her. The available space and resources are used creatively to support children's learning and development. An equality and diversity policy outlines the childminder's commitment to promoting inclusive practice. For example, she explains things individually, uses makaton signing and uses picture representation to support children's communication and understanding.

The childminder has created a warm and friendly environment, supporting children's ongoing development. Exemplary relationships have been forged with parents, supporting high levels of care and expert knowledge of children's individual needs. Communication is undertaken through a variety of methods; for example, home link books, email updates, verbal daily exchanges, text messaging, telephone calls, regular meetings, questionnaires and consultations. As a result, outcomes for children are significantly enhanced, as parents are fully involved in their learning and care. The childminder has developed good links with other professionals. She passes information regularly, uses forms to support effective transitions and is proactive in developing relationships for partnership working. For example, she introduces herself to other providers who care for the children.

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

The childminder has thorough planning systems in place and these are effectively implemented, giving children varied opportunities to experience seasons, festivals, celebrations and trips out. The current focus is Spring. Within this the childminder ensures that all areas of learning are reflected upon and planned. For example, children learn songs about animals, look for blossom on walks in the local environment, plant bulbs in the garden, colour match small eggs and take part in an Easter egg hunt in the outdoor area. The childminder has a balanced knowledge and understanding of individual children, and as a result she assesses their progress and their needs are well met. Children enjoy a wide range of play experiences, therefore they make good progress in their learning and development. Their interests are developing well and they are learning how to be independent individuals with a desire to actively learn and achieve. For example, children build models with construction sets or play with small world character

figures. The childminder promotes children's language and supports questioning with active listening.

Children are greeted warmly at the door and settle well, exhibiting a sense of security. Their personal, social and emotional development is fostered well due to the positive praise they receive, which promotes their self-esteem and confidence. Children's behaviour is good as they listen carefully to the childminder. They actively participate in play, independently choose resources and interact well with other adults and their peers. A selection of resources to support children's communication, language and literacy skills are provided. For example, children look at books, watch learning programmes on television, and sing along to the radio while travelling in the car. The childminder promotes language development by introducing new vocabulary and key words as part of focused topics. Children repeat phrases from favourite stories. This develops their understanding and helps to support their language skills. Younger children imitate the sounds around them and are beginning to develop their verbal communication skills.

Children's creativity is encouraged through a good range of role play equipment. For example, they play enthusiastically in a playhouse in the outdoor area, dress up in different clothes and have picnics in the garden area. Outdoors they also play with an extensive range of resources including swings, slides, a trampoline, bikes and a sand pit, exploring this imaginatively with their peers. Children access sensory activities, such as musical instruments, treasure baskets and play dough. These support new vocabulary, language experimentation and coordination skills. Children experience a wide range of well-structured activities in numeracy and problem solving. They complete jigsaws successfully, sing number songs and weigh ingredients using scales when taking part in baking activities, further supporting their grasp of mathematical language. Children are valued and included. They engage in a range of activities and experiences which help them to learn about their own and others' customs and gain an understanding of difference, equality and diversity. For example, children recently celebrated Chinese New Year where they made lanterns and dragon masks and tasted a variety of different foods.

Children learn how to stay safe through themed activities, discussions and taking part in evacuations of the building. The childminder talks with them about the importance of keeping safe when crossing the road. The provision of healthy snacks and meals is well organised and children eat fresh fruit and vegetables daily. Consequently, they show an understanding of healthy eating and exercising as part of a healthy lifestyle. Children have good opportunities to use programmable toys and equipment, such a computer, television, compact disc player, games console, microphones and cameras. Consequently, they are effectively developing their skills for the future.

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	1

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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