

Inspection report for early years provision

Unique reference number	EY412096
Inspection date	22/05/2012
Inspector	Marina Anna Howarth
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 2011. She lives with her husband and children aged 16 months and three years in the Redbrook area of Barnsley, close to shops, parks, schools and public transport links. The whole of the property is used for childminding and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child attending in this age group. The childminder also offers care to children aged over five years. She is a member of the National Childminding Association and has a teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's in-depth knowledge of each child's needs and how children learn and develop enables her to promote children's welfare and learning well. This ensures that they make good progress in all areas of their development. Children are confident, safe and secure and enjoy their time at the setting as the childminder plans activities around their personal interests. Overall, partnerships with parents and other organisations successfully provide stability and continuity for each individual child, ensuring their needs are very well met. The childminder is committed to bringing about sustainable improvements and she implements effective methods to evaluate her provision.

What steps need to be taken to improve provision further?

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

- extend opportunities to involve parents in contributing to the planning cycle, in particular sharing their child's interests and accomplishments and identifying their next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder demonstrates a thorough understanding of safeguarding procedures. All household members are suitably vetted. She has comprehensive written policies and all of the required documentation in place, which successfully promotes children's care and welfare. The childminder implements detailed, robust risk assessments which are managed well. She carefully assesses potential risks and takes effective steps to prevent accidents while allowing children freedom to discover and learn safely. For

example, conducting emergency evacuation procedures regularly, developing children's awareness of safety within the home.

The childminder is committed to her professional development. She is an experienced childcare practitioner and has attended a variety of training. An effective system of self-evaluation enables her to identify her key strengths and prioritise areas for improvement, such as developing her garden area to extend learning opportunities for children. She has successfully addressed the action raised at her registration visit, further demonstrating her commitment to improve her practice. The childminder organises her home effectively to ensure that children are able to select activities and equipment, pursue their own interests and promote their independence. They have access to a wide range of good quality resources which are organised well and displayed attractively.

Overall, the childminder successfully works in partnership with parents and other professionals. Good systems of communication ensure parents are kept fully informed about their child's day. Effective record keeping enables the childminder to monitor children's progress, such as, regular observations and photographs, which are discussed with parents and presented in individual learning journals. Parents are able to access their child's journal at any time and are invited to write their views. Currently, this does not include their comments relating to observations of their children at home or the next steps in learning. Parents express their delight in the quality of care their children receive. They particularly value the text messages and photographs sent during the course of the day, illustrating their children involved in a variety of activities. The childminder has developed links within the local community, such as attending toddler groups and library sessions and meeting with other childminders on a regular basis. As a result, she is continually developing her practice and providing children with opportunities to socialise and experience different environments.

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

Children thrive in a warm, welcoming and homely environment which is organised well to enable them to make choices. They develop a strong sense of security through close and caring contact with the childminder, who spends quality time with them and gets to know them well. During the induction period, detailed information is obtained from parents, enabling the childminder to be aware of familiar routines, likes and dislikes, and implement individualised care plans. As a result, newly inducted children are settled, content and confident because the childminder is fully aware of their individual needs. They actively seek cuddles and reassurance from her and clearly enjoy her company. The childminder supports children very well in their learning and development. She conducts observations on a weekly basis, uses the information obtained to identify children's interests and provides activities which enable them to make progress across the six areas of learning. The childminder then identifies their next steps in learning, which is incorporated into planning. As a result, children make good progress across all areas of development and current systems ensure this is monitored effectively.

The childminder is skilled in helping children to recognise and take into account others' different needs and backgrounds. Children are routinely offered choices to give them experiences that develop and broaden their understanding of the wider world. They have access to a wide range of resources that promote diversity and they are helped to feel comfortable in a nurturing environment. They visit other settings in the area, enabling them to socialise with other children and become familiar with their local community. They visit the farm where they are introduced to a variety of animals and are given the opportunity to see baby lambs and feed the ducks. Activities are specially planned and adapted to children's individual needs and interests, ensuring that all children are included and feel valued. They learn to take turns and share toys and resources. Children behave very well and respond positively to the childminder, who is very calm in her manner. She offers simple explanations and gently introduces boundaries and expectations. As a result, children are calm, cooperative and enjoy receiving praise and recognition for their efforts.

There is good balance of child-initiated and adult-led activities that promotes children's interest and further develops their thinking and learning. The childminder takes an active interest in what they are doing and extends their play experiences by introducing additional resource, for example, a small suitcase containing various items associated with travelling, such as sunglasses, hats and a camera. Children access a variety of travel brochures and play in the pop-up tent, and discussions take place about holidays. They learn about the natural world through regular opportunities to play outdoors; they grow sunflowers, visit the park and collect leaves. They engage in a variety of physical activities by accessing the large enclosed garden, visiting the local park and soft play centres where they move their bodies in a variety of ways. Children enjoy various opportunities to participate in creative play. They explore with their senses as they play with jelly, gloop and pasta, discovering the different textures. Children paint pictures with their hands and various utensils. They enjoy listening to music and participating in action rhymes. Children learn to recognise different shapes and the childminder introduces counting as part of daily activities, developing their concept of numbers.

Children are cared for in a very clean, safe and secure environment where they learn about potential hazards. The childminder successfully promotes healthy lifestyles and self-care. Robust nappy changing procedures help to reduce the risk of cross-infection, and children are actively encouraged to wash their hands as part of the daily routines. Healthy eating is promoted through the provision of healthy snacks and meals, and refreshments are readily available, ensuring that children are hydrated throughout the day.

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:	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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