

Inspection report for early years provision

Unique reference number	EY423164
Inspection date	05/07/2012
Inspector	Abigail Cunningham
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 2011. She lives with her husband and two adult children in Barnsley. The whole of the ground floor of the property is used for childminding. 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 six children under eight years at any one time, of whom, no more than three may be in the early years age range. There are currently three children attending in this age group. Children attend on a part-time basis. She also offers care to children over five to 11 years. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is meeting most requirements and is committed to making the necessary adjustments, such as improving risk assessment procedures. The childminder has developed positive links with parents and self-evaluation identifies some priorities for improvement. Although, there is scope to continue to develop partnerships with other childcare providers, make adjustments to the current observation and planning processes and increase the range of resources which reflect diversity. All children are included, their individual needs are fully met and they are making satisfactory progress towards the early learning goals. Children are developing a positive approach to being healthy and have regular opportunities to practise their physical skills.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that any hazards in relation to the cleaning substances are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 13/07/2012

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

- note the children's responses to different situations
- analyse your observations to help you plan 'what next' for individual children
- continue to develop partnerships with other childcare providers
- increase the range of resources which reflect diversity.

The effectiveness of leadership and management of the early years provision

The childminder is suitable to work with children, as all required checks have been completed and first aid training is in place. There is an appropriate safeguarding children policy in place, which is shared with parents. The childminder has completed safeguarding children training and knows to record any concerns and seek advice where necessary.

Some positive steps have been taken to keep the children safe, for example, the children are supervised at all times, unauthorised persons are unable to gain entry to the premises and there is a record of visitors. Risk assessments have been undertaken, however, not all hazards in relation to the cleaning substances have been identified and minimised, which does pose a risk to children's safety and is a breach of requirements.

Self-evaluation is undertaken by the childminder, who has clear priorities in place for future improvements. Plans are well placed to bring positive outcomes for children. For example, the childminder intends to access relevant training, to improve her knowledge, understanding and implementation of the new early years foundation stage requirements.

The childminder has taken some positive steps to liaise with other providers who are also delivering the Early Years Foundation Stage to the children. For instance, she has introduced herself to the nursery staff and passes on messages to parents. However, there is scope to further develop these relationships, in order to promote continuity and consistency in learning.

The childminder knows the children and their families well. She has initial meetings with parents and shares her written policies and procedures with them. Walls around the childminder's home displays relevant information, such as, the childminder's registration certificate and public liability insurance certificate. In addition, parents receive clear and detailed information about the children's care through the completion of individual development records and daily discussions with the childminder.

The children have regular opportunities to socialise with other children and learn about the local community. This is because the children are taken out to visit the local playgroup and children's centre. The children have access to a small number of resources which reflect positive images of diversity, therefore, there is scope to increase this range. Resources of other toys and equipment are deployed satisfactorily to support children's progress.

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

Young children are beginning to learn to keep themselves safe, through practising regular fire drills. They feel safe and secure in the childminder's company. As a result, they build relationships with other people in the home, seek to gain attention in a variety of ways and draw others into social interaction. For example, one child prompted the childminder's son to look at and discuss the family photographs with him. Young children are also well behaved and show a desire to fully cooperate with hygiene routines, such as hand washing and nappy changing.

The children have good appetites and are successfully developing their self-help skills, for instance, they independently feed themselves and access their own drinks. The children have direct access to the childminder's garden and enjoy kicking the football, playing on the slide and in the sand pit. Therefore, the children are developing a positive attitude to exercise and being healthy.

Planning is basic and responds to the children's individual needs and interests. As a result, the children are interested in the activities which are on offer, such as looking at animal books, posting shapes into the shape sorter and playing with the cars and garage. Observations highlight some of the children's achievements, however, they do not include the children's responses in different situations or identify what should be included for planning for their next steps in children's learning.

Young children make adequate progress towards the early learning goals, given their age, abilities and starting points. They show a fascination in toys with buttons and investigate how to press different parts, such as the animal bus. Young children successfully name some animals and are attempting to join in with various songs, such as 'wind the bobbin up'. They also enjoy participating in a satisfactory range of creative activities, such as painting and playing with musical instruments.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

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	2
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

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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