

Inspection report for early years provision

Unique reference number	EY269609
Inspection date	11/07/2012
Inspector	Angela Howard
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 registered in 2004 and lives in Darfield on the outskirts of Barnsley. She lives with her partner and two children aged 13 and 10 years. The children are allowed free access to the ground floor, plus access to the first floor to access bathroom facilities. There is no provision on site for outdoor play. The premises are accessible via a small step to the front door. Children are escorted to and from local schools. Care is offered Monday to Friday all-year-round, excluding bank holidays. The family has two large dogs.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age range. She also offers care to three children aged over five years to 11 years. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her knowledge of children to support their play and learning very effectively, although outdoor play is not planned for robustly. The childminder liaises very closely with parents, building highly positive links with them in order to meet children's individual needs. A comprehensive collection of policies and procedures underpin the successful operation of the setting and are regularly reviewed and updated. However, there is a breach of regulation with regards to the risk assessments. The childminder demonstrates a capacity for continuous improvement appropriately as she has accessed relevant training opportunities to extend her knowledge and understanding of how young children learn and develop. However, the use of self-evaluation as the basis of internal review is limited.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment for the premises clearly stating when it was carried out, by whom, date of review and any action taken following any review or incident (Documentation). 25/07/2012

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

- develop further the use of self-evaluation to show how the impact of practice is analysed and evaluated

- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibilities regarding safeguarding children. She knows the signs and symptoms to look out for and the procedure to follow if she has concerns about children in her care, which means that children are effectively protected. Children are kept safe through the careful implementation of daily checking and risk assessment systems. However, documentation to support the recording of risk assessments does not contain all of the required information because the childminder has failed to include the date and by whom the risk assessment is completed. This is a breach of requirements. Written policies and procedures that underpin important elements of the childcare are implemented very well and shared effectively with parents. The childminder has good systems in place to ensure people who have regular contact with children are suitable to do so. All visitors to the setting are asked to record personal details including the purpose of their visit. The children move freely and independently within the childminder's home. They have space to play and they enjoy choosing from a wide range of good quality resources. The childminder creates a welcoming, inclusive environment for children, making simple but effective adjustments to her planning to enable all children to take part and achieve their full potential. The childminder's knowledge about children's individual needs is very good and her focused approach means that children who need additional supervision and support are always fully included in all activities and experiences.

The childminder builds strong partnerships with parents, which helps her to continually meet children's individual needs successfully. She gets to know children and their families well, sharing information effectively with parents about her service. They speak highly of the provision and feel that their children make good progress while in her care. For example, they comment that the childminder is very friendly, their child is very settled, and looks forward to going to see the childminder. Parents state they are confident and happy that the setting is perfect for their child. The childminder does not currently care for any children who attend other early years provision. However, she is fully aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. The childminder demonstrates a satisfactory commitment to the further development of her service and to the continuous improvement of outcomes for the children in her care. She has effectively addressed previous recommendations. Wherever possible she attends relevant training to keep her knowledge of childcare issues up-to-date. However, self-evaluation systems are very basic. She has yet to develop the system to rigorously monitor and evaluate her practice. Therefore, at this stage there is little evidence to show the impact on children's development.

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

Children are very happy and settled in the childminder's care. They build trusting relationships with her, demonstrating their affection by spontaneously giving her a hug, smiling and talking with her. She interacts with them in a kind and lively way, giving lots of encouragement, which helps them to feel positive about themselves and what they can do. They are eager to show what they can do, confident in the knowledge that the childminder appreciates their efforts and achievements.

Children are very well-engaged in a range of play activities, suitable for their age and stage of development. The needs of babies and older children are met very effectively alongside each other, with lovely interaction from the childminder to develop their learning at every opportunity. Babies enjoy watching older children play with small world equipment and show immense concentration as they try to press the buttons on electronic toys to make lights flash and music play. Children make good progress in their learning and are becoming increasingly confident in their use of language. For example, toddlers love to repeat new words. They smile as they practise saying a new word, and giggle with excitement as they show how they can count the side of the jigsaw pieces. The childminder introduces simple primary colours as she talks to them. There is an abundance of equipment available for introducing the exploration of shapes and putting together jigsaws in readiness for young childrens' next stage of development. Children draw, paint and develop design skills as they take part in activities, such as decorating biscuits and building models with construction toys and collage pictures with recycled material. However, the outdoors is not used fully to give them opportunities to explore the six areas of learning in different ways from indoors. The childminder makes sensitive observations of the children as they play and talks to them to find out about their interests and abilities. She then uses her knowledge of individual children to inform her planning of suitable activities for them. This results in children being engaged in purposeful play which helps to develop strong skills for future learning.

Children enjoy the nutritious well-balanced range of snacks and meals offered, appropriate to their individual dietary needs. They take part in a suitable range of outdoor activities, which contribute appropriately to their overall good health. For example, they play outdoors at groups they attend, go for walks in the community and go to the park to use large equipment, developing appropriate physical skills and confidence as they play. The childminder is beginning to help children understand how to keep themselves safe and well. Their awareness of risk and safety is raised in everyday activities. For example, they learn to stay beside the childminder when they are out walking and regularly talk about road safety issues when they are walking to and from school. The childminder acts as a good role model listening attentively and speaking with respect. She uses positive methods to manage behaviour, which results in children developing a good awareness of their place in society and ensures they are well equipped with the skills in order to secure future learning.

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	3

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	3
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	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	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	3
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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