

Inspection report for early years provision

Unique reference number	300533
Inspection date	07/04/2011
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.

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 1994. She lives with her husband and two children aged 15 and 18 years. They live in Norton Lees, on the outskirts of Sheffield close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities and one bedroom on the first floor of the childminder's home is used for childminding purposes. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children in the early years age range. She also offers care to two children aged over five years to 11 years. This provision is registered by Ofsted 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and show a strong sense of belonging as they are made to feel welcome and included by the childminder who supports them to make a positive contribution to their own development. Strong partnership with parents enables the children's needs to be met through effective daily communication. The childminder is beginning to recognise that self-evaluation is a useful tool to identify her strengths and areas for further development. However, weaknesses in the leadership and management of the setting result in two breaches of requirements.

What steps need to be taken to improve provision further?

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

- ensure that at least one person who has a current paediatric first aid certificate is on the premises and on outings at all times when children are present (Safeguarding and promoting children's welfare) 08/04/2011
- record the date when risk assessments are carried out and by whom (Suitable premises, environment and equipment). 08/04/2011

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

- develop the observation and assessment system to use child's next steps in learning to inform future planning

- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice
- build upon the links established with other agencies and settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of the procedures for safeguarding. She ensures all parents are fully aware of her responsibilities to protect children, should she have any concerns regarding their welfare. Thorough risk assessments are in place to ensure hazards around the home and on outings are identified and minimised. However, there is a failure to meet all specific legal requirements of the Early Years Foundation Stage. For example, the date and by whom the risks assessments are completed is not recorded. In addition, the childminder's first aid certificate has expired, although she has taken steps to correct this by enrolling on appropriate training. All adults living on the premises are vetted and any visitors to the setting are appropriately supervised. The children move freely and independently within the childminder's home. They readily access the good range of resources and play opportunities, and this fully supports their increasing confidence and self-esteem. The childminder actively promotes equality and diversity effectively helping children to understand about the community they live in and the wider world. They access a reasonable range of resources that reflect positive images and diversity on a daily basis.

The childminder works very closely with parents to create a very positive partnership, which contributes significantly to and enhances each child's well-being. They receive clear verbal information about the setting and receive some written information about their child's achievements and observe photographs in observation files. Parents state in references that the childminder provides a full programme of activities including gymnastics, visits to playgroup, parks and museums. That they feel confident in the emotional security and development of their child and feel that she has a calm, steady voice and always listens to children, is good at communicating with parents and is one of the most patient and caring people they know. The childminder has established some links with others who provide the Early Years Foundation Stage. However, she is not yet able to demonstrate how she ensures that she compliments the education and care received at other settings. The childminder is just beginning to reflect on her practice, but this is in its infancy and although she accurately identifies some appropriate targets for improvement, she has yet to establish a clear system of how to take these identified areas forward.

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

The childminder promotes a calm environment where children are happy and confident. They enjoy themselves and share warm and caring relationships with

the childminder. She values each child and makes them feel good about themselves by frequently providing positive support, praise and encouragement. Children are making satisfactory progress towards the early learning goals. Observation records are basic, but do show adequately how children are appropriately progressing in the six areas of learning. However, children's identified next steps are not recorded to help plan personalised learning, development and support. The children enjoy their play and participate well. They love to use the wide range of craft material, such as, collage materials and crayons and use their imagination well to re-enact home events, such as, caring for dolls and playing enthusiastically with the tea set, making tea and coffee. Children spontaneously sing songs, such as, 'ring-a-ring-a-roses', self select favourite books and constantly new repeat words and chatter to the childminder. All the time they develop language skills through conversations about what they are doing. The childminder asks relevant questions to develop their understanding and to make them think. Children thoroughly enjoy chalking on blackboards and are keen to show their marks to others. Children take part in a suitable range of activities to raise their awareness of problem solving as they participate in number games, puzzles and enjoy exploring shape and form as they make patterns with different media. The children are developing satisfactory skills for the future by developing good self-esteem and motivation as they play. This results in children having a positive attitude towards learning.

Children's well-being is obviously a priority. They thoroughly enjoy their time together, often being reluctant to leave. They are confident in their surroundings, familiar with where everything is and comfortable in their relationships, demonstrating they feel safe. Children spend time outdoors daily, walking and using the garden where they access a wide range of physical play activities for all ages. They are provided with a varied and nutritious range of snacks and have free access to drinks so that they can help themselves when they are thirsty. Children's health is further promoted as the childminder encourages the children to adopt good personal hygiene practices and she follows clear procedures to minimise the risk of cross infection. Children are beginning to understand rules and boundaries and participate confidently in play, learning how to share and take turns. The childminder offers gentle, consistent support so that children learn to think of others. She creates a safe and child-friendly play environment, both indoors and out. Children are always fully supervised in their play but are encouraged to develop safe levels of independence. For example, they freely access the outdoor area and learn to use the large play equipment with care.

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register (Safeguarding and promoting children's welfare) 08/04/2011
- take action as specified in the Early Years Register (Suitable premises, environment and equipment). 08/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Safeguarding and promoting children's welfare) 08/04/2011
- take action as specified in the compulsory part of the Childcare Register (Suitable premises, environment and equipment). 08/04/2011