

Inspection report for early years provision

Unique reference number	300605
Inspection date	12/12/2008
Inspector	Geneen Yvonne Hulse-Brown
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1999. She lives with her family in a semi-detached property in Sheffield. Local schools, shops and parks are within walking distance. The childminder has four adult children.

Children have access to all downstairs rooms including the kitchen, dining room and lounge, with upstairs access to the bathroom. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via two small steps to the back door. The family have a dog.

The childminder is registered for the care of six children under the age of eight years and is presently caring for one child in the early years age group and one child in the later years age group. The childminder is registered on the Early Years register, compulsory part of the childcare register and voluntary part of the childcare register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder's good knowledge of the children in her care ensures that she plans a broad range of activities that interest and challenge them. She builds on what they know to introduce fun experiences into daily routines that extends their independence and helps them learn new skills. Children's individual needs are effectively met due to the well established relationships that have been forged with parents. The childminder has started to assess her working practice, however formal self-evaluation systems are not yet in place to support continued reflection.

What steps need to be taken to improve provision further?

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

- develop ways to reflect on practice to improve the outcomes for children
- continue to develop observations and assessment systems to identify next steps
- continue to review policies and procedures to reflect changes to new legislation.

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

- complete an appropriate paediatric first aid course by January 2009

31/01/2009

The leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework is starting to complete observations on minded children. She has made good progress in addressing previous recommendations, although she is in the early stages of evaluating the service offered. The childminder has recently completed her National Vocational Qualification level 2 and demonstrates a positive approach to professional development. She is part of the local childminder network, as well as accessing the library and internet to consolidate her knowledge.

Well established relationships with parents and carers ensure effective sharing of children's progress and achievements. Children's individual files contain short observations, examples of their work and some photographic evidence of them enjoying a variety of experiences. The childminder plans time to discuss issues with parents and carers on a daily basis and has started to develop links with the local nursery and school. She is beginning to build on ideas and topics the children are doing at other provisions to enable her to help consolidate learning.

The childminder demonstrates a good understanding of her role and responsibilities in keeping children safe, as she follows agreed child protection processes. However, her first aid certificate has recently expired, compromising children's safety. Formal risk assessments are completed and reviewed on a six month basis, with ongoing visual checks done daily. The childminder has developed a comprehensive range of policies and procedures, which she gives to parents to support her working practice. These policies are under review as they do not all reflect the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Children are happy, secure and relaxed as they make choices and decisions about their play in a fun environment. Well planned routines and activities build on the children's ideas and follow their interests. Children make active choices about what to do as the select toys and games from a broad range of easily accessible resources. The childminder sits with the children, playing games that effectively support their learning and development. She plans a flexible routine around the needs of the children in her care. Observations and assessment systems are still in the process of being developed, therefore they do not fully identify the next steps in the learning process.

Children choose their favourite story books for the childminder to read to them, listening intently as they join in with familiar text. They eagerly attempt to write their names on pictures with guidance from adults. The childminder encourages children to listen carefully to instructions as they follow computer programmes, learning which button or mouse command makes the next move in their game. Children show early problem solving skills as they carefully pour more milk into the mixture as they make buns. They confidently count and use maths language as they work how many more are needed to win a lotto game.

Children's fine motor skills develop well, as they pick up pencils to draw, build using a range of construction materials, climb and pedal bicycles outdoors. Outings and outdoor activities increase children's awareness of their environment, as they catch the bus to the shops and discuss the weather each day when completing the calendar. Children are curious as they ask visitors what they are doing and why they are there. They demonstrate good self-esteem, due to high levels of praise and encouragement from their childminder. Children excitedly undertake craft and messy play as they develop their natural creativity to make Christmas pictures using different textures. They happily act out roles with cars and small world toys.

Children learn about healthy eating, as they enthusiastically enjoy board games that look at foods that are good for them and the ones that are not, laughing with delight as they post the 'junk' foods into the box. They develop good hand-eye coordination, as they attempt to feed themselves and get their own cups when they are thirsty. Children are learning good behaviour, as they are encouraged to take turns and share as they play games. They develop a sound understanding of how to keep safe as they practise what to do in the event of a fire. The childminder demonstrates a good understanding of the needs and abilities of all children in her care, successfully adapting activities appropriate to their ages and stages of development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.