

Inspection report for early years provision

Unique reference number	300677
Inspection date	17/02/2010
Inspector	Lynn Rodgers
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 1989. She lives with her husband and two adult sons in a semi-detached house in a suburb of Sheffield, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house, including the main bedroom, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Thursday, all year round. The childminder is registered to care for a maximum of six children under eight years at any one time, and is currently minding 15 children, of whom four are in the early years age group. She also offers care to children aged over five to 11 years. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group and regularly meets with fellow childminders. The childminder is a member of an approved childminding network, and is also a member of the National Childminding Association.

The childminder is registered on the Early Years Register, and both parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provider demonstrates an excellent understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of her service. She meets children's individual needs accordingly and respects both the children's and parents' wishes. All relevant information about the children is established and documented, and regularly updated to ensure effective measures are taken to meet their changing needs. The childminder is proactive in the way she strives for continuous improvement. She has a very positive attitude towards change and she attends relevant training whenever this becomes available, to extend her personal development. The childminder keeps a written record of the children's next stages in their development, but this needs to be more specific.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the existing system for documenting children's next steps, in their overall development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of the procedures for safeguarding children; she knows what to do, and who to contact. The relationships with

parents ensure she feels comfortable to talk to them about any concerns that may arise. The parents have access to many booklets and information leaflets, and the childminder keeps a record of emergency contact numbers. She has a very good awareness of the signs of abuse and a comprehensive system for recording any such concerns. The childminder informs parents of her duty to report any concerns and keeps abreast of any new legislation and issues. She ensures all children are safeguarded, and takes her responsibility very seriously for their protection. They are fully supervised and she ensures any visitors to her home are never left alone with them. The childminder has obtained parental permissions for taking photos and other relevant needs. There is a very robust format for risk assessment; the childminder has covered all eventualities and daily checks all areas prior to the children's arrival, and when they leave. Parents know to inform her of changes to collection arrangements. The fire evacuation procedure is regularly practised and the children are familiar with the routines and assembly points; the fire plan is displayed and all required safety measures are taken, and regularly checked. The childminder strives to continually improve her setting, she keeps abreast of any new legislation, attends training and courses, shares relevant information with parents and other carers and self-evaluates. She has successfully addressed previous recommendations. Her documentation is thorough, well written, up-to-date and available for inspections. The childminder has approached the self-evaluation document with gusto and presents an excellent overview, showing good examples of how she identifies areas for improvement. She embeds ambition by striving to be the best she can, to offer children rewarding, stimulating experiences that enable them to achieve their goals and become confident learners.

Resources are very effectively used through careful management and organisation. they are presented to the children exceptionally well, they look inviting and the children want to play with them. The childminder ensures that the resources are suitable for purpose and meet the children's needs; they are age-appropriate, in excellent condition, and labelled for easy and free access. The children have free flow in their play and choices. The effectiveness with which the setting promotes equality and diversity is very good. The childminder meets the children's needs by establishing all their details from the parents, she respects parents' and children's wishes and treats children as individuals with equal concern. All children have the same chances and free access to the excellent range of resources that positively reflect diversity. The children feel like they belong because they are never ostracised; they are warmly welcomed, their favourite toys are set out ready for them, and the childminder is affectionate and readily comforts them. Children's individual needs are established and regularly updated to ensure their individuality is recognised. She takes their interests into account, provides snacks they like and sets out play situations they love to be engaged in. Parents are made to feel they belong through open and friendly attitudes. They are offered flexible hours of care if required, the childminder always makes time to speak to them and they receive excellent feedback and communication. The children are listened to: the childminder responds to their requests, and ensures they are positively praised and encouraged. The children are made to feel important and are very confident within the setting.

The childminder has forged excellent partnerships with parents and other agencies. She gives parents daily and written information, communication is

ongoing, and parents know they can access their own child's records at any time. Staff at local schools and nurseries know which children she cares for and share relevant information, passing on any paperwork for her to give to parents and the childminder is involved with related topics. There is an informative, well written and thought out, complaints procedure. The parents receive copies and know the procedure for making a complaint. The childminder has relevant experience and ability, to safely administer emergency first aid treatment and has the relevant qualification. Engagement with parents and children is exemplary. She has excellent communication skills, is friendly and approachable, explains things carefully to the parents, supplies them with newsletters and questionnaires, and welcomes any suggestions or constructive criticism. The childminder has an excellent rapport with the children. She ensures they are stimulated, has activities ready for them and offers a wide range of play situations, interacting with them positively; she listens to them and acts upon their requests. The premises are very clean, well maintained, and child friendly, and the children have free flow access to the outdoor play area. The childminder is very proactive in the prevention of the spread of infection, she has suitable routines in place for hers and the children's personal hygiene and ensures food preparation is within the environmental health guidelines.

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

Planning for children's activities is well documented, and shows clear links to the six areas of learning. Activities are exciting, interesting and challenge the children. 'My learning journey' booklets and activity plans are in place, and the childminder takes the children's interests into account. She ensures their starting points are recorded and observes the children during the settling in period to establish these are correct. Regular observations show how they are making progress, and she monitors what they do to help her evaluate their next steps. However, the details are not specific enough to show how these would be reached. There is a very user friendly system in place for assessing the children. The childminder has developed assessment sheets for each child, and she supports her comments with many photographs which are linked to the areas of learning achieved. The children play well together, share, take turns and are kind and helpful. One toddler is learning to sign with her parent so the childminder has obtained a book about signing to share with all the children, to enable them to communicate with this baby. The children are happy, settled, follow house rules, and show excellent interaction with their peers and the childminder. Their physical development is fostered as children play outdoors, visit the park, woods and other areas, and go shopping. They have access to resources that promote their fine and gross motor skills and enjoy climbing, riding, and a variety of construction equipment. The children are encouraged to use their vivid imaginations in many forms of creativeness; for example, musical instruments, dressing up, various role plays, and baking activities. They have access to mark-making facilities and the older children write for a purpose. They have stories and look at books, using visual aids to match the story, they show interest and can sit and listen.

The childminder takes full advantage of the many facilities available to her and the

children, to help them gain some understanding of the wider world. They visit the museum to look at extinct animals and creatures, and go to parks, farms, and the local woods. They plant and grow things, look at the different birds that visit the garden and make lists; they follow food chains from planting to harvesting, and then eat the produce. They have food tasting sessions, and talk about where they come from. They have discussions about climates, seasons, days of the week and the months of the year. The childminder has recently developed a topic about the planets and space for children who are particularly interested in this area. Children take part in other festivals and celebrations, talk about cultures and religions. There is excellent communication between the children and the childminder. She develops their language skills very positively, giving them time to express themselves; she listens to them and encourages them to relate things they do at home. The children can work out how things fit together and can complete basic and complex jigsaws, they also play with small world resources. They have access to modern technology, such as electronic toys and a computer, and younger children are beginning to recognise some numbers, colours and shapes. Older children access puzzle and word searches, and build intricate models with small plastic construction blocks. The children feel happy and safe because the childminder supports and protects them. She ensures they can recognise danger, enforces road safety on outings and school runs, and makes sure children know to keep with her. They have discussions about stranger danger, stray animals, what is dangerous in the garden, and to be aware of large equipment in the park. The children adopt healthy lifestyles through the excellent management of their routines and the food served. Their dietary and religious requirements are fully met and food is both fresh and nutritious. The childminder respects parents' wishes and follows the 'five a day' healthy eating programme.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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