

Inspection report for early years provision

Unique reference number	300684
Inspection date	27/11/2008
Inspector	Carolyn Gifford
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 was registered in 2000. She lives with her husband, their 16 year old son at Chapeltown in Sheffield. The ground floor of the house is available for childminding, which includes the living room, hall, dining room and kitchen. There is a bathroom and toilet facilities on the first floor. There is a fully enclosed garden available for outdoor play. The premises are accessible by two steps to the front door and a level driveway to access the rear door. The property is close to schools, library, parks and shops. The family has a pet cat.

The childminder is registered to care for a maximum of six children under eight years old at any one time. There are eight children currently on roll, five of whom are in the early 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. She regularly attends local playgroups and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are happy and settled in the well organised setting where they make very good progress in all areas of their learning and development. The childminder provides effectively to meet the individual needs of children and offers a fully inclusive childcare service where all children are welcomed into the setting. The childminder provides the appropriate support to enable children to achieve and feel fulfilled as individuals. She is aware of her own development needs and is committed to continuing to improve her skills and expertise, through training, to secure continuous improvement for her setting.

What steps need to be taken to improve provision further?

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

- continue to develop systems for planning, observation and assessment in order to make clear links to individual children's learning and development.

The leadership and management of the early years provision

The childminder has a very good understanding of her role in promoting children's safety and well-being. All records are maintained extremely well and written policies and procedures underpin important areas of the childminder's practice. They are implemented very well, shared with parents and regularly reviewed. Children's welfare is effectively safeguarded because the childminder has a very good awareness of her role and responsibilities with regard to child protection and knows the procedure to follow in the event of having concerns about children. There are clear procedures for conducting daily checks to make sure that any

hazards highlighted via the written risk assessment process are minimised or eliminated.

The systems for planning, observation and assessment are not fully developed and do not make clear links to individual children's learning and development. However, the childminder does ensure that each child has an enjoyable and challenging experience across all areas of learning. Children take part with enthusiasm in activities that are well matched to their individual needs. There is a good amount of photographic evidence available showing a wide and varied range of activities. There is a clear commitment to the further development of the provision and the childminder demonstrates a very good capacity for continuous improvement, which is effectively highlighted in the self evaluation form. The childminder has an extremely positive approach to her work and actively seeks training and development opportunities. She has successfully addressed previous recommendations, which have had a beneficial impact on the general welfare of the children attending.

The childminder works effectively with parents and other providers of the Early Years Foundation Stage. She has very good systems in place to identify individual children's starting points and has devised forms for parents and children to complete when they first start about 'getting to know you' and 'all about me'. This contributes to ensuring that children's needs, likes, dislikes and interests are an integral part of the settling in process. Close liaison with parents enables the childminder to meet children's individual needs effectively and the childminder is willing to work with other professionals to enhance the care and support offered to children.

The quality and standards of the early years provision

Children are cared for in a clean and safe environment where effective measures are taken to protect them from the spread of infection and keep them safe and secure. They enjoy a healthy, well balanced diet and learn about healthy eating via activities and discussion with the childminder.

Children have regular access to the outdoor environment, both at the setting and at local parks and play areas, which means that outdoor play experiences and activities gives children opportunities to explore and develop their own play.

The childminder is deeply committed to the provision of high quality care and education and uses her knowledge and understanding of how young children learn and develop very well. The learning environment is organised extremely well to create exciting, stimulating and interesting play and learning opportunities that capture children's imagination and their natural curiosity as learners. For example, the children make a weather chart where they can move the pointer to match and identify the weather conditions. Children actively discuss this with each other, which leads to extending their knowledge and understanding as the childminder asks open questions, helping children to correctly identify whether it is sunny or windy. Children eagerly change the pointer as the weather conditions change and use descriptive language as they talk about what they are doing.

There is a good balance between adult led and child initiated activities and space and resources are organised for maximum benefit of the children. This effectively contributes to ensuring that children can safely and easily access toys and equipment that are suitable for their age and stage of development. The childminder provides very good levels of support to ensure children's individual learning needs are met effectively and as a result children make very good progress in all areas of their learning and development. Inclusive practice is promoted very well so that all children's needs are met successfully and they make rapid progress in their learning and development regardless of background, learning difficulties or disabilities.

Children's behaviour is good and the childminder's high expectations and effective use of praise and encouragement ensures that children develop a very positive self-esteem, feel valued and learn right from wrong in a caring, supportive environment. The childminder praises and acknowledges children's attempts and achievements. For example, when the activity theme was about road safety, children jointly made a large display and the childminder managed the children's criticisms of each other's contribution to the display by talking to them about how important it is to be considerate of each other's abilities. This effectively contributes to children's knowledge and understanding of similarities and differences.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

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?	2
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 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.