

Inspection report for early years provision

Unique reference number	302673
Inspection date	03/07/2009
Inspector	Hilary Mary Mckenning
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 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 1988 . She lives with her family in Cudworth, near Barnsley. Children access the lounge, dining area, kitchen and bathroom facilities on the first floor. There is a secure garden available for outside play. The family has two dogs.

The childminder is registered to care for a maximum of five children at any one time. There are currently two children on roll, of whom one is in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a calm environment where children are happy, confident and access a variety of resources and experiences where they can learn about themselves and explore differences.

Most of the required documentation is in place and maintained appropriately. However, there is no written record to evidence that appropriate risk assessments for outings is carried out. The childminder is developing observation and assessments of children's achievements. However, the planning of activities is very much in its infancy and is not always personalised to children's individual learning needs. Self-evaluation identifies areas for improvement and the childminder recognises the value of continuous assessment to raise the quality of her practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop risk assessments to include when off the premises and for outings
- further develop observations and assessments in order to plan experiences to promote the next steps in children's learning
- consider further ways to involve parents in children learning and development
- ensure details of parental responsibility is in place.

The leadership and management of the early years provision

Children are happy and settled in the setting, which contributes to their well-being. The childminder has started to evaluate her practice, the system to identify strengths and weaknesses and develop her practice in order to ensure further improvement. Arrangements for safeguarding children are satisfactory. The childminder has a sound understanding of her role in safeguarding children and

ensures she has up-to-date knowledge of the signs and symptoms of abuse and the correct procedures to follow should any concerns arise.

Most of the required records, policies and procedures are implemented and shared with parents to promote children's welfare. However children's information lacks the required detail. Although the childminder carries out a daily checklist, to ensure the environment is safe and secure, there is no evidence that risk assessments are completed for when off the premises or for any outings. Children are introduced to safety and how to keep safe for example, children are involved in safety discussions and take part in regular fire evacuation drills. They are encouraged to think about road safety during their walks and learn safe practices as they use the large play equipment in the park.

The childminder has a positive relationship with children and their parents. They receive information that includes policies, procedures and written agreements and permission forms. Each day parents receive verbal feedback and through the use of a daily diary about their child's care and activities they have enjoyed. This supports a positive and successful relationship. However, the two-way flow of information does not include information about their child's learning and development. They are invited to contribute what they know about their child's needs and interests in order to follow children's routines.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming environment. There is sufficient space available for children to move around safely and independently. Children access a variety of resources that are easily accessible and appropriate to their needs and interests. Children enjoy a variety of activities and resources such as books, mark making materials and role play activities. They experiment with colours and a variety of collage materials. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy such as a selection of animals. Children use the large construction bricks to make a train with carriages in which they place the small animals. Younger children show delight as the childminder reads their favourite book, 'The Hungry Caterpillar', linked to their interest in insects.

The childminder is developing an appropriate knowledge and understanding of the Early Years Foundation Stage framework and is beginning to make observations and assessments of children's achievements and of what children do and enjoy. However, the observations do not consider children's starting points and children's next steps in their learning are not identified, therefore the planning to promote learning opportunities is limited.

Children make a positive contribution by becoming involved in all areas of play. There is the opportunity for children to explore the immediate environment with interest, building on their natural curiosity looking for insects and spiders. Children enjoy opportunities to access physical activities. They walk to and from school daily, visit the local park and access the local play area. Children are active and gain confidence in what they can do as they manoeuvre the remote controlled

digger around the play area. The childminder gets to know children well and spends time playing and talking with them and ensuring they all have the opportunity to join in and have fun. She communicates easily with the children listening and speaking as they let their needs be known.

Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children. The childminder takes advantage of training opportunities to improve her practice.

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?	3
How well are children safeguarded?	2

Quality and standards

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