

Inspection report for early years provision

Unique reference number	302964
Inspection date	07/01/2009
Inspector	Lynn Masterman
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 1995. She lives with her husband and her two sons aged 17 years and 15 years old. They family live in a small village near Rotherham. The premises can be easily accessed and the whole of the ground floor, including toilet facilities on the first floor of the premises is to be used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round. The childminder is a member of the National Childminding Association

The childminder is registered to care for a maximum of six children at any one time. There are currently 4 children on roll of which, three children are in the early year's age group. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in a happy and secure environment where they make steady progress in all areas of their learning. However, the use of observation and assessment, and the information gathered from other care settings is not sufficiently utilised to plan for children's individual learning.

The childminder is sensitive towards the children's individual needs and respects their individuality. Children's welfare is successfully promoted through a range of appropriate practices. However, the fire drill is not routinely practised and the systems in place to regularly review areas accessed by the children inside and outside of the premises lack sufficient detail. The childminder is beginning to make use of self-evaluation to identify key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop further the systems to ensure risk assessments cover all areas of the premises and any outings
- ensure children know the procedures to be followed in the event of a fire
- develop further the use of observational assessments to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals and share this information with parents
- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder has sound knowledge of how children learn through play and has attended relevant training courses to assist in the delivery of the Early Years Foundation Stage. She recognises the stages of children's development and is

beginning to make use of relevant documents to plan a variety of activities to support their learning. However, opportunities to plan for the next stage in children's individual learning through the use of planning, children's assessment records and information gathered from other care settings delivering the Early Years Foundation Stage is not sufficiently explored. A suitable range of verbal policies and procedures contribute to the organisation of the setting. There is a secure relationship with parents. Information is routinely shared with parents on a daily basis regarding their children's care, achievements and the areas of children's development, which may need additional support. This helps to assist parents in supporting their children's learning in the home environment.

Children's safety is a priority. They are well supervised and move around the home with ease and confidence. The childminder has secure knowledge and understanding regarding potential hazards in the home and when taking children on outings. She is beginning to monitor and assess areas of the premises through the use of written risk assessments. However, this is in its infancy and the risk assessments lack sufficient detail to ensure all areas of the premises are covered sufficiently over a period of time. Children have the opportunity to make informed choices about their play as they choose from a good and varied range of play resources, which are clean, safe and well maintained. The childminder has attended relevant training regarding the safeguarding of children. She is able to recognise potential areas of abuse and has sound knowledge of the procedures to be followed regarding the welfare of children. All persons living in the household have been appropriately vetted.

The recommendation made at the last inspection has been addressed and successfully implemented. The childminder is beginning to evaluate her practice and recognise areas for further development. She has developed a successful working relationship with childminders in the area and the local authority. She regularly attends local childminding meetings to share ideas about good practice and to seek support.

The quality and standards of the early years provision

Children are cared for in a calm and caring home from home environment. They are very happy, secure and settled. This is due to the childminder recognising the importance of the emotional journey for children and parents when joining a new setting. For example, the childminder visits the children in their home environment to help them to feel secure and foster a meaningful relationship. Children show a strong sense of belonging and are familiar with the daily routine. They confidently express their needs, such as expressing their wishes to play with a particular toy. This helps children to feel valued as their wishes are respected by a trusted adult. The childminder respects the children's individuality and works in partnership with parents to ensure their individual needs are successfully met. For example, she knows through discussion with parents some young children find familiar background noises soothing at rest periods.

Children's learning and development is adequately supported through a suitable and varied range of activities. The childminder spends her time playing, talking and

listening to the children. She sits with them at their level and overall uses acceptable questioning techniques to extend their learning. The children clearly welcome her interaction and interest in their play. Activities are based on children's interest and stages of development. For example, the children enjoy imaginary play as they transport bricks in a small truck and build houses. They are beginning to develop early writing skills as they draw around their hands. The childminder supports the children in counting and echoes the children as they count their fingers together. Young children have the opportunity to listen to sounds using activity based toys. They explore soft toys by pulling, squeezing and sucking. The childminder recognises their need to develop their physical skills and have space to roll over safely. She places toys slightly out of reach to develop their crawling, reaching and stretching skills.

Children are well behaved and the childminder has a positive approach to the management of children's behaviour. Simple house rules, such as not to climb on furniture or throwing toys in the house help children to learn acceptable levels of behaviour. Children are beginning to learn about their own safety. They know to look carefully when crossing roads and the childminder talks to the children how negotiate obstacles on the pavement when walking to school. However, the children do not routinely practise the procedures to be followed in the event of a fire. Children's health and well-being is promoted through a range of daily activities. They have access to regular exercise and enjoy going for walks. Children are beginning to develop an awareness of the wider world through discussion with the childminder and a suitable range of play resources. They discuss similarities and differences, such hair and eye colour and different skin tones.

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?	3

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

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:

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:

- provide parents a written statement of how the procedures for safeguarding children will be implemented (also applies to both parts of the Childcare Register)

02/02/2009

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:

- provide a written statement of the procedures to followed should parents wish to make a complaint (also applies to both parts of the Childcare Register)

02/02/2009

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

Since the last inspection there have been no complaints made to Ofsted.

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.