

Inspection report for early years provision

Unique reference number	303057
Inspection date	10/10/2008
Inspector	Carolyn Gifford / Lynn Rodgers
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 has been registered since 1999. She lives with her husband and five children at Wickersley in Rotherham. The whole of the premises are available for childminding, which includes a lounge, reception room, hallway, dining kitchen, two bedrooms and two bathrooms on the ground floor. On the first floor there are four further bedrooms and a bathroom. There is a secure garden available for outdoor play. The family has three dogs, three cats, five hens, two ducks, two guinea pigs, two rabbits, a parrot, cold water and tropical fish.

Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children at any one time when working alone. When working with other childminders and assistants the numbers are increased to a maximum of nine children at any one time. There are currently 18 children on roll, 12 of whom are in the early years age group.

The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children enjoy their time in the setting and are very happy and settled. The childminder keeps parents well informed about her practice and information from them is used appropriately to ensure that individual children's needs are met effectively. Children of all ages and abilities have the opportunity to access a good and varied range of play experiences both indoors and outdoors. The supportive learning environment encourages children's natural curiosity and develops their skills and knowledge in all areas of learning and development. However, the planning process does not focus sufficiently on the next steps in children's learning. Also, the systems to monitor and evaluate the quality of the provision to lead to the identification of targets are not developed sufficiently.

What steps need to be taken to improve provision further?

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

- develop a system to monitor and evaluate the quality of the provision to lead to identification of targets for further improvement.

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

- develop the assessment and monitoring procedures in order to make clear links to the next steps in individual children's learning and development

31/10/2008

The leadership and management of the early years provision

Children are cared for in a safe and secure environment and the childminder has a sound knowledge and understanding of her role in safeguarding children. She ensures that any adults coming into contact with the children are suitable to do so. All required policies and procedures are implemented very well to promote children's welfare and the childminder demonstrates a very good awareness of how to care effectively for the individual needs of the children she minds. She is committed to providing opportunities that positively promote their learning and development in all areas.

She successfully completed her self evaluation form, which was available to the inspector at the time of the inspection. In this she demonstrates a realistic overview of her strengths and capabilities and clearly identifies one area for improvement, which is to ensure that the Early Years Foundation Stage (EYFS) is fully implemented. However, there is no system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

There is effective and efficient use of resources and equipment, and co-childminders and childminder assistants are deployed well to meet the needs of the children attending. The childminder is committed to developing her knowledge and understanding of childcare and accesses relevant training opportunities. Her knowledge and skills are cascaded to her colleagues at the setting, which effectively enhances the overall provision.

The childminder has developed very good links with parents and other settings providing the EYFS and uses this to inform her planning. This effectively contributes to meeting children's individual needs and learning requirements, ensuring that the service is fully inclusive.

The quality and standards of the early years provision

The childminder has a very good knowledge and understanding of the welfare requirements and takes steps to ensure these are met, which means that there is well planned care for the children at the setting. Children's independence is fostered very well through allowing them to move freely in the play areas available. The childminder organises the environment to ensure that children can safely and easily access toys and resources that are suitable for their individual stages of development.

Written observations of children are completed and planning reflects all areas of learning. Activities and resources in the daily play environment reflect children's interests and planning is flexible to accommodate this. However, there is no systematic assessment procedure in place to ensure that planning incorporates the next steps in individual children's learning and development.

Children enjoy a wide variety of activities each day, increasing in confidence as

they visit local groups and socialise with other children. There are daily opportunities to enjoy outdoor activities that promotes children's enjoyment of physical activities and the outdoor environment. For example, children grow some vegetables and pick fruit for their snack from the fruit trees in the garden. The numerous pets at the setting help to promote children's knowledge and understanding of other living things and their care.

Children's health is well protected as they are cared for in a clean and hygienic environment where good personal hygiene is promoted and children learn about healthy eating from a very early age. The childminder promotes everyday routines well to prompt conversations about healthy lifestyles and self care. Visual aids and activities that support this are in evidence. The childminder encourages young children to learn to feed themselves by providing appropriate utensils and offers support as necessary. This effectively contributes to children developing confidence in their skills and promoting a positive self-esteem.

Children learn to keep themselves safe, for example, when crossing roads on outings, and are taught what to do in emergency situations, which effectively contributes to children's general welfare. Appropriate rules are reinforced consistently in everyday routines, so that children clearly understand expected behaviour. Children are well behaved and receive good support and praise at every opportunity. Therefore, they benefit from the warm and positive relationship with the childminder, which increases their sense of trust and well-being.

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.	3

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?	3
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?	3
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

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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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