

Inspection report for early years provision

Unique reference number	303090
Inspection date	17/12/2008
Inspector	Pauline Garfield
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 1995. She lives in Anston in Sheffield. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school. Therefore, the provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children on roll in the early years age group.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a pet cat.

Overall effectiveness of the early years provision

The childminder provides a warm and welcoming environment for children and their families. She has a good knowledge of children's individual needs, which ensures she is able to provide an appropriate range of activities and play experiences. Systems to monitor children's progress have been introduced and planning systems are developing to ensure children are progressing in all areas of learning. The childminder fosters close working relationships with parents and local pre-schools to ensure continuity of care and learning. She is beginning to reflect on her practice and has begun to complete a self-evaluation of the service she provides.

What steps need to be taken to improve provision further?

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

- further develop planning systems to ensure children are progressing in all areas of learning.

The leadership and management of the early years provision

All the recommendations from the last inspection have been addressed and documentation is in place for all areas including medication and complaints. Policies and procedures are attractively displayed in well-organised folders, shared with parents and support the childminder's working practice. The childminder has a good understanding of how to safeguard children and has attended several recent training courses including 'Promoting Equal Opportunities', 'Planning for Children in the Early Years Foundation Stage' and 'Risk Assessments'. The childminder has written risk assessments in place for the home and outings, including 'Protecting Children from the Sun'. This helps to protect children and eliminate risks. The childminder is committed to providing a welcoming and inclusive practice to ensure

all children can achieve.

Parents are provided with relevant information and encouraged to be involved in their children's learning and development. The childminder has strong links with other providers, such as pre-schools and discusses children's learning and development with key workers in consultation with parents. The childminder is fully committed to continually improve the service offered and further develop her self-evaluation document. Toys and resources are effectively provided and displayed to promote interest and learning. For example, an imaginative snow scene with small world play people and animals encourages children to be interested, excited, and motivated to learn.

The quality and standards of the early years provision

The childminder provides a good balance of adult-led and child-led activities which results in children being active learners. She uses the Practice Guidance for the Early Years Foundation Stage when observing children's achievements and looks at what to provide next to promote children's learning. Children make good relationships with the childminder and their peers. They are well supported by the childminder who provides a positive learning environment.

Children show increasing independence in selecting and carrying out activities. For example, they independently play with a role-play aeroplane and pretend they are going on their holidays. Children talk freely about their home, family, and friends. They form friendships with other minded children and say 'We like playing with each other'. Children use a wide range of words to express and elaborate on ideas. They enjoy singing number rhymes and songs, such as 'Five little men in a flying saucer'. Children sound out the first letters in words and write their first names on pictures that are displayed in the childminder's home.

Children enjoy looking at a range of books and handle them appropriately. They explore craft materials and make Christmas cards. Children show curiosity about how things work and enjoy playing with a toy cooker and a frying pan, which makes sizzling noises.

The childminder ensures that individual needs are met and that all children have equal access to activities and equipment. This enables all children to gain from the learning opportunities provided. Children learn how to keep themselves safe as the childminder reminds them of safety rules within the home, such as not to run. Young children point to fire procedures that are displayed and discuss how to evacuate the home in an event of an emergency. Children are beginning to understand the importance of good personal hygiene as they clean their hands with individual flannels before meals and discuss why they wash hands. They are confident, happy and settled at the childminder's home. They are well-behaved and active, inquisitive and independent learners.

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.