

Inspection report for early years provision

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Inspection date	07/03/2011
Inspector	Angela Howard
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and daughter aged nine years. They live on the outskirts of Sheffield, close to shops, parks, schools and public transport links. Children have use of a lounge, dining room, play room, kitchen, downstairs toilet and bedrooms. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays. The family have two cats and a hamster.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and participate eagerly and with a good level of enjoyment. Their sense of belonging is fostered well through the warm, welcoming and homely atmosphere. Children learn how to keep themselves safe, be healthy and maintain their personal care in a well-organised environment. The childminder's good attitude and commitment to her work underpins her ability to improve.

What steps need to be taken to improve provision further?

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

- improve the use of self-evaluation to develop a culture of reflective practice
- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a positive approach towards safeguarding children. She has a good knowledge of the signs and symptoms of child abuse along with an accurate understanding of the procedures of the Local Safeguarding Children Board. Policies and procedures for the safe management of the setting are fully implemented. These are shared routinely with parents who sign to affirm they have read them, thus gaining a good understanding of the childminder's practice. All adults residing on the premises are vetted and visitors to the setting are supervised at all times. The childminder has a systematic approach towards assessing potential risk and takes effective steps to prevent accidents. The use of comprehensive risk

assessments of the premises and before any outings ensure children are safe. Resources and space are used well to support children's learning and help to provide a stable environment for children to access a wide variety of activities independently. The setting is very welcoming and the childminder actively promotes an environment of equality and respect. There is a clear inclusive ethos, which leads to high levels of participation for children developing a very strong sense of belonging for everyone. Children freely access a suitable range of resources that promotes positive images and older children explore festivals through artwork, stories and factual books. The childminder responds to children's natural curiosity in a positive, informative and matter of fact way. This helps them to learn, appreciate and value each others similarities and differences.

Communication with parents is very good. The systematic approach to verbally reporting on children's progress ensures they are fully informed of their child's development. Photographs are used well to share the many and varied experiences enjoyed by children. Communication is thorough and written consents are in place for all aspects of children's care. Open, trusting and friendly relationships have been established. Therefore, all aspects of children's welfare are successfully met ensuring they are safe and secure and are central to all that happens in the setting. Parents comments include, 'my child is well-stimulated as a result of the diverse range of activities provided', 'I trust her implicitly and she is a highly professional practitioner, highly dedicated and always provides my child with a warm nurturing environment'. The childminder demonstrates a commitment towards working in partnership with other providers and has tried to develop some positive links to share information to help promote children's welfare. However, it is not yet clear how the different settings compliment each other to ensure continuity of care and education. The childminder has some practical procedures for evaluating her practice which means that she has a generally clear picture of her strengths and weaknesses and is able to implement changes to improve the daily care and experiences for the children in her care. However, the use of self-evaluation documentation as the basis of ongoing review is in it's infancy

The quality and standards of the early years provision and outcomes for children

Children are consistently offered a wide range of opportunities that support them in making good progress in all areas of learning and development. The childminder plans activities which are linked to sound observations and assessments and has good knowledge about how children learn and child development. She is implementing the Early Years Foundation Stage well and ensures children's natural curiosity is promoted as they explore and take the initiative in their learning. Children self-select toys spending time studying how the fluid in a glitter stick moves and seek out the childminder to share the toy when they are ready to do so. The dialogue she uses with the children is rich and thought provoking talking to them about what they can see, how it moves and where it has gone. The children are encouraged to describe the colours and the shapes of the sparkly items in the tube. Children spontaneously engage in an exciting game of building a tower. They giggle with delight when they build it and then knock it over. The childminder uses

these opportunities to extend their learning, by counting and using mathematical language, such as, big, small, high and low. They compare sizes and count accurately and with some understanding appropriate to their age and stage of development. This maintains their enthusiasm and results in children being well-equipped with the skills in order to secure future learning. Children use their imagination vividly to care for the toy duck telling the childminder it's asleep. They are becoming very vocal and communicate in various ways signing, babbling, repeating words clearly, making eye contact and show delight with facial expressions. The childminder constantly interacts with the children. She listens and watches carefully in order to respond to their verbal and non-verbal communications. She makes children feel good about themselves by frequently providing positive support, praise and encouragement. This results in children feeling confident to explore, make decisions and relate well to others. Children love new experiences and evidence observed through photographs show children's delight when they take part in feet and hand painting activities and chasing bubbles. Children love to use creative materials and thoroughly enjoy cooking activities, such as, baking. The childminder's collection of photographs and observations provide her with information to build a clear picture of each individual child's learning needs and interests. Very young children are beginning to develop good self-confidence as they move away from the childminder to explore the electronic equipment independently pressing buttons on cause and effect toys to make lights flash and music play. This shows they have developed very secure relationships and firm attachments making them feel safe, secure and confident.

The children's health and well-being is supported very well, as they have a very strong sense of belonging at the setting. Their health needs are met well through their own care routines being fully adhered to. The childminder provides a well-balanced, nutritious range of snacks and has robust policies and procedures in place to prevent the spread of infection. Children get plenty of rigorous physical exercise. They have daily access to some form of physical activity and routinely visit play areas to practise their skills in movement, balance and coordination. Children love to dance to music learning about direction, position and following instructions, which also build up language skills. Children learn effectively about what is dangerous and how to keep themselves safe. Clear explanations and relevant activities help children gain a good understanding about taking care of themselves and others, such as, discussing stranger danger, practising road safety and taking part in regular fire drills. This ensures children learn some sense of danger in a secure and safe environment where they can explore and take risks safely.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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