

Inspection report for early years provision

Unique reference number	501545
Inspection date	10/01/2012
Inspector	Paula Fretwell

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two adult children in Maltby near Rotherham. She is also a registered foster carer. The whole of the premises, excluding the main bedroom is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of six children under eight years and is currently minding one child in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has some chickens outside and some fish in a tank.

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 satisfactory.

Children are content and happy in the friendly, inclusive, welcoming setting and their welfare, learning and development requirements are appropriately met. There are positive relationships with parents and others to ensure children's individual needs are met. Space is used effectively and resources are easily accessible to enable children to make satisfactory progress in their learning and development. Systems for evaluating the quality of the provision do not fully reflect the childminding practice. Many systems ensure children's safety and most documentation is in place.

What steps need to be taken to improve provision further?

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

- ensure suitability checks are carried out for all those over the age of 16 living on the premises (Suitable people) (also applies to the Childcare Register) 10/01/2012
- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to the Childcare Register) 10/01/2012
- must not allow people whose suitability has not been checked to have unsupervised contact with children who are being cared for (Suitable people). (also applies to the Childcare Register) 10/01/2012

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

- improve the system for evaluating and monitoring the quality of the provision, to target strengths and areas to improve.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge and understanding of safeguarding children and she is clear about the procedure to follow for dealing with any child protection concerns or allegations. Children are safe and secure through the childminder supervising them at all times and maintaining a safe environment for them to play. However, not all household members' suitability has been checked and this is a breach in the requirements of registration. Children have access to a wide range of toys and resources stored in accessible containers within their sight and reach. The childminder checks toys and play areas for hazards to ensure children play safely indoors and outdoors, although, the record of risk assessment is not available for inspection. Children's understanding of equality and diversity is promoted through the provision of positive images, daily activities and play and all children are valued and respected in the setting.

The childminder has a satisfactory understanding of how children learn and is knowledgeable about the abilities of the children she cares for. This, along with her patient, warm and caring interaction, enables her to provide appropriate challenges. As a result, children develop confidence in their abilities and make satisfactory progress in their learning and development. The childminder facilitates children's learning through play and close interaction and she is very aware of their individual interests and needs. Children's welfare and progress are discussed verbally with parents and carers on a daily basis. Parents are very happy with the standard of care and the childminder's expertise in caring for their child. They comment that their child 'feels more relaxed in the childminder's home than their own' and they are confident in the childminder's abilities. All necessary written parental consent is in place for children's care. The childminder develops effective communication with others who have responsibility for the child. She liaises well with other settings, such as schools that children attend. The childminder is aware of the strengths of her setting and the areas to improve. However, systems for evaluating and monitoring the quality of the childminding practice are limited.

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

Children enjoy the caring interaction with the childminder in a relaxed atmosphere, where there are plenty of opportunities for individual attention. The childminder knows each child very well and offers suitable activities to enable them to develop at their own pace, capturing their particular interests. For example, the childminder recognises children's fascination with lights and so she provides opportunities for them to see lights in different colours and patterns. Children benefit from outings

and new experiences with the childminder, such as trips to the cafe and the pantomime. The childminder creates opportunities for children to be fully included in all activities. They enjoy plenty of fresh air opportunities in the childminder's garden and on walks in the local area. The childminder interprets children's non-verbal cues effectively and uses pictures for them to indicate what they need, responding promptly to their requests.

Children's health is supported through effective practices and personal hygiene routines. They are encouraged to be aware of what they need, such as a clean nappy or something to eat, through effective communication. Children enjoy healthy foods and the childminder gives them simple choices of what they may have, being aware of their favourites. Children enjoy a picnic style snack sitting with the childminder. The childminder works closely with parents to ensure children's individual dietary needs are met. Children enjoy a drink whenever they feel thirsty and the childminder makes sure these are always available. The childminder ensures children have space to practise their physical skills. She responds promptly and sensitively to any minor first aid incidents. Children learn how to keep themselves safe through effective demonstration. For example, the childminder establishes a predictable daily routine that children are secure with and she holds children's hands as they walk a safe route to and from school.

The childminder has a fair approach to managing children's behaviour and positive strategies are used to encourage children to behave well. The childminder gives plenty of positive praise and encouragement, which helps children feel good about themselves, using happy facial expressions when interacting with others.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

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:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact) 10/01/2012
- take action as specified in the early years section of the report (Records to be kept). 10/01/2012

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:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact) 10/01/2012
- take action as specified in the early years section of the report (Records to be kept). 10/01/2012