

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY104306      |
| <b>Inspection date</b>         | 24/09/2008    |
| <b>Inspector</b>               | Angela Howard |
| <b>Type of setting</b>         | 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 2003. She lives with her partner and child aged eight months. They live in North Anston, a large residential suburb in Sheffield. The whole of the ground floor of the premises is used for childminding. The premises are easily accessed, a ramp is fitted to allow for wheelchair access to the rear entrance. There is a secure garden available for outside play. 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 five children at any one time. There are currently four children on roll of which, two children are in the early years age group. The childminder is registered on the Early Years Register, Compulsory and Voluntary part of the Childcare Register.

## **Overall effectiveness of the early years provision**

Children participate with enjoyment are confident with daily the routines and show a strong sense of belonging. The childminder creates an environment that is calm where children are happy and content. The support children receive is personalised to meet their individual needs, which ensures children's well-being and involvement makes them feel secure and allows some control over their own learning. Effective communication between the childminder and parents ensures that there is a two way flow of information, knowledge and expertise. All recommendations made at the last inspection have been completed successfully, however, systems for further improvement are not sufficiently robust.

## **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
- involve parents in their child's learning and develop systems to share information with other settings providing for children in the Early Years Foundation Stage
- develop further the planning to take into account children's overall development and future goals.

## **The leadership and management of the early years provision**

A comprehensive collection of policies and procedures, which contributes to children's health and safety are in place, are regularly reviewed and implemented successfully. The childminder organises space and resources well and follows children's individual routines to promote their welfare and development. Children are clearly happy and settled in the environment, which contributes to their overall

well-being. The childminder is enthusiastic and committed to improving her knowledge about childcare through a programme of good quality relevant training. For example, she has attended child protection, Early Years Foundation Stage, behaviour management and promoting equal opportunities workshops. Therefore, children's experiences are enhanced as the childminder uses training opportunities to improve her practice. However, the quality of self-evaluation, monitoring of the provision and children's progress is not rigorous and does not lead to identification of targets for further improvement.

The childminder has good knowledge of safeguarding procedures and how to keep children safe. She understands her role in protecting children and uses this knowledge about signs and symptoms of abuse well and has no reservations about putting the procedures into practice to ensure that children's welfare is safeguarded. Ongoing communication, well written observations and assessment records ensure parents are kept well informed and up-to-date about their child's care and learning. The childminder clearly recognises that sharing information on daily basis with parents effectively supports links with home and increases children's sense of belonging. However, they are not fully involved in extending children's learning in the home and childminder is not yet able to fully demonstrate that the care and education she provides compliments the education and care received at other settings.

## **The quality and standards of the early years provision**

Children's care and welfare is promoted well through the childminder's thorough and detailed approach with regards to the organisation and safety of the premises. Rigorous risk assessments are carried out routinely, therefore, children benefit from playing in a safe, well organised, secure and welcoming environment. They use good quality play materials appropriate for their age and stage of development, which are clean and checked regularly to enable babies and children to play safely. Children learn about their own safety through following the good practice of the childminder. She encourages children to follow road crossing procedures and to wear badges with her contact number on when on outings. Children's health is well protected as they are cared for in a clean and hygienic environment where good personal hygiene is promoted and they learn about healthy eating from a very early age.

Children are encouraged to explore and be adventurous while being appropriately supervised. The wide variety of toys and play materials for babies encourages crawling, hiding, and peeping and the fully resourced treasure baskets, encourage babies to show delight as they explore the textures and shapes of every day objects. Such as a kitchen roll holder, wooden spoon, raffia balls, porridge stirrer, whisk and brushes. Although, children enjoy their learning and are making appropriate progress given their starting points, the planning is not sufficiently focused on identifying that all six areas of learning are covered or how the learning journey will progress. For example, the planning is only linked to the child's next day at the setting not looking at the overall development or future goals.

Warm, caring relationships give babies courage to express their feelings, such as

they indicate when want more snack, they squeal with delight as they bounce and snuggle in to the childminder when they are tired. The childminder constantly talks to the babies encouraging them to link words to actions. Babies are very vocal squealing with pleasure, shouting louder as they realise it is their voice that can be heard and they sit shouting into a play phone as they hold it to their ear. Children are well behaved and receive good support and praise at every opportunity. Therefore, they benefit from the positive relationship with the childminder, which increases their well-being and sense of trust.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|--------------|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | Good         |
| How well does the provision promote inclusive practice?                                                     | Satisfactory |
| The capacity of the provision to maintain continuous improvement.                                           | Satisfactory |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|--------------|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | Satisfactory |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others?                            | Good         |
| How well are children safeguarded?                                                                | Good         |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|--------------|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | Satisfactory |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | Good         |
| How well are children helped to stay safe?                                                            | Good         |
| How well are children helped to be healthy?                                                           | Good         |
| How well are children helped to enjoy and achieve?                                                    | Good         |
| How well are children helped to make a positive contribution?                                         | Good         |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good         |

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| 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.