

Inspection report for early years provision

Unique reference number	EY248875
Inspection date	17/09/2008
Inspector	Karen Cockings
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 2003. She lives in a bungalow on the outskirts of Barnsley. The dining/kitchen, lounge, bedrooms, study, hallway and bathroom are used for childminding. There is an enclosed garden for outdoor play. The premises are accessed via a level path, with small step to the front and rear. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years and currently minds two children in the early years age group and one in the later years age group.

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

Overall effectiveness of the early years provision

The childminder knows individual children very well and liaises closely with parents in order to meet children's particular needs. Helpful systems are in place for gathering information about children so that the childminder can provide effectively for their care and learning. However, in some instances, observations and records are not always used to their full potential. Links with other settings involved in children's care are being developed. The childminder gives sensitive support where there are additional needs, so that all children are fully included in the provision and are helped to make progress. The childminder's informal systems of self-evaluation clearly identify areas for future development.

What steps need to be taken to improve provision further?

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

- continue to build upon the links established with other settings providing for children in the Early Years Foundation Stage
- further develop skills in using observations and assessments to identify learning priorities and plan challenging experiences for children.

The leadership and management of the early years provision

The childminder maintains a clear focus on children and ensures that their safety and well-being are fully promoted. She recognises the importance of being able to give individual attention and consciously keeps numbers low in order to allow for this. Children's welfare is safeguarded through detailed risk assessments and good levels of supervision. The childminder has a secure understanding of her responsibilities with regard to child protection and has completed additional relevant training. She has guidance materials readily available should she have any

concerns about children in her care.

Written policies and procedures support important areas of the childminder's practice. These are implemented well and shared effectively with parents as part of the welcome pack they are given when children are first admitted. Record keeping is generally maintained well to ensure that the setting operates in accordance with requirements and promotes children's safety and welfare. Good links with parents and carers have been developed, supported by effective systems of information sharing. The childminder finds out as much as she can about children before they are placed with her, to assist the settling in process and help her to meet children's individual needs. Partnerships with other settings involved in children's care, such as the local nursery, are being developed but are not yet firmly established.

The childminder reflects upon her practice and has a clear commitment to the further development of her service. She has completed required training and identified additional courses, such as more advanced child protection and food hygiene, to increase skills and knowledge. Previous recommendations have been fully addressed so that agreements made with parents are clearly recorded and further support children's welfare. The childminder has also developed resources and activities to help children become more aware of similarities and differences.

The quality and standards of the early years provision

Children are happy and secure in the setting. The childminder interacts warmly with them and supports them well, helping them to make good progress in their learning and development. They enjoy a varied range of resources, set out in low-level boxes so that children can access them independently and make choices about their play. Through observations and talking to children, the childminder finds out about their interests and abilities. This helps her to plan activities that interest and challenge them, such as providing lots of toys with wheels for children who love to explore how they can make them move. She also takes note of what children are learning at nursery and in school, so that they can follow up activities with her.

Children play imaginatively as they set up a tea party and pretend to shampoo the doll's hair. They use construction toys to make models and older children enjoy following designs to create more complex structures. The childminder nurtures children's language and communication skills by talking and listening to them and sharing books and stories. She notes any new words used by younger children to share with parents in children's individual diaries. Children become active learners as they are encouraged to find out information for themselves, for example, by using the computer or thinking about how to behave in order to keep themselves safe. The childminder uses her observations informally to help children to make progress, although the next steps for children are not always clearly identified in children's records. She has a good awareness, however, of individual children's needs and provides sensitive support for them.

Children are cared for in a clean and safe environment where effective measures are taken to protect them from the spread of infection and keep them secure. They enjoy a healthy, well balanced diet and are learning about healthy eating as they

are involved in projects, such as growing cress and helping to water the tomatoes. Regular outings, including visits to nearby farms and parks, and opportunities to play in the large garden help to keep children fit and well and teach them about nature and the wider world. Children learn to share, take turns and to play cooperatively. The childminder praises and acknowledges children's achievements, which builds confidence in themselves and their own abilities. They are encouraged to consider the needs and feelings of others as they play, so that there is a calm, happy atmosphere, conducive to their learning and development.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.