

Inspection report for early years provision

Unique reference number	EY269134
Inspection date	12/08/2009
Inspector	Lynn Rodgers
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 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 with her partner in a house in a suburb of Sheffield. The whole of the ground floor of the childminder's house, including first floor toilet facilities and two bedrooms is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children under eight years, at any one time and is currently minding seven children of which five are in the Early years age group. The childminder drives to local schools to take and collect children. The childminder attends the local parent and toddler group and regularly meets with fellow childminders and is building relationships with other providers of early years care and education. The family keep tropical fish as pets. The childminder is a member of the National Childminding Association and has a level 3 qualification in childcare and education.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The provider demonstrates a clear understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. All children are included and valued, taking into account their, culture, religion, disability and gender. The childminder meets their individual needs through discussions with the parents, observing and talking to the children and respecting both their wishes. Continuous improvement is met by asking parents and children for their views and suggestions on how the practice can be made better, and by asking parents to fill in the questionnaires and observing the children at play.

What steps need to be taken to improve provision further?

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

- provide more structured activities for children and ensure they are related to working towards the early learning goals
- up-date the complaints policy to include Ofsted's name and address
- provide opportunities for children to take part in regular fire evacuation and keep a record of when this takes place
- further develop the system to reflect on practice through self evaluation.

The leadership and management of the early years provision

The childminder has yet to address the self-evaluation document. She has just completed the National Vocational Qualification to level 3 for childcare and education, and has found this very time consuming. However, she showed a

willingness to access this document and intends to complete this on line. All relevant documentation is in place and available for inspection, however, although the complaints policy has been up-dated, the childminder has omitted to include Ofsted's address for parents who wish to write in with a complaint. The system for carrying out risk assessment is good, with clear details of areas to be checked, hazards are noted and what action is taken. However, children do not take part in regular fire evacuation procedures. The childminder and her partner have been checked and vetted and she ensures children are fully supervised and never left alone with persons not vetted.

The childminder does not plan children's activities in a structured way, she prefers them to choose what they want to play with, from a varied selection of resources and toys. However, she sees the benefit of being more organised in this way, to ensure the activities she provides are helping children to work towards the early learning goals. There are systems in place for assessing, observing and monitoring the children, that are satisfactory, and highlight the next stage in their development. The children's starting points, and relevant information, is recorded at the initial visit and regularly reviewed. The childminder has a valid first aid certificate and has obtained all relevant permissions, in writing, from all parents. The attendance register is up-to-date, accidents and medication details are recorded and signed by parents, and the childminder has a positive attitude to self-development. The childminder is in good health and has suitable arrangements for emergency back-up cover, agreed with the parents.

Improvements since the last inspection, have been successfully met with one exception, regarding the address of the regulator. The childminder reflects on her practice through; asking parents for their opinions and suggestions, offers them questionnaires, talks to the older children about what they would like her to improve or do more of. She has positive outcomes for the children and aims for them to become responsible adults, be happy, contented, confident, able to make a contribution, make choices and grow to be kind and caring adults. Partnerships with parents and carers is effective and they are fully informed about what their children do and where they go. They have access to their own child's records and children take work home to share with them. Positive comments, from past and present parents, show they are happy with the care and education their children receive at the setting. The childminder is beginning to develop parents' awareness of the benefits of helping their children at home, through discussions and suggestions. Links with other settings has begun to develop. The staff know which children she cares for and they are beginning to share relevant information.

The quality and standards of the early years provision

Safeguarding the children is effective through the childminder's good understanding and knowledge of the procedures for protecting children. There are systems in place for keeping a record of any concerns and existing injuries, supported by information about who to contact. Children are helped to feel safe through meaningful discussions about dangers. For example, stranger awareness, stray animals, not going too close to the swings and other park equipment, walking away from the edge of the road, keeping seat belts fastened, and holding

hands when outdoors. The childminder uses wrist straps for some of the younger children and a buggy for the baby. She points out the danger in the garden, keeps all doors and gates locked, and fully supervises the children. Food and drink served, is healthy, varied and nutritious, meets children's dietary and religious requirements, and the childminder takes into account children's preferences and parent's wishes. Children follow suitable daily routines for the promotion of personal hygiene skills, for example, hand washing, disposing of tissues properly. The childminder uses anti-bacterial spray cleaner on all surfaces and the children's tables and chairs.

The children are encouraged to share, takes turns with toys, and their self-esteem is raised through, positive praise. There are suitable methods for the safe handling of a wide range of behaviour. Children learn to apologise and be responsible for their own actions and how these can effect others. The children have choices about what they do and what foods they eat, and their individual needs are appropriately met. The childminder establishes all relevant information about the children and provides flexibility, such as longer working hours, and verbally informs parents about what their children do. Children are able to problem solve and learn basic maths through everyday activities, working out how things fit together and show good levels of concentration. They access mark making materials to encourage pencil control and fine manipulative skills. Children play outdoors to develop gross motor skills and access fresh air and exercise. Children's creativity is fostered through art and craft activities and their imaginations are stimulated by role play and dressing-up situations. The childminder extends their knowledge and understanding of the world through discussions, gardening activities, stories and outings.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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