

Inspection report for early years provision

Unique reference number	EY270048
Inspection date	14/04/2009
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 and five children aged 14, 11, six and two years old, and one child at 13 months, in semi-detached house in a suburb of Rotherham. The whole of the ground floor of the childminder's house, including the first floor toilet facilities, 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 four children under eight years, at any one time and is currently minding three children of which two are in the Early years age group. The childminder walks 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 have two rabbits. The childminder is a member of the National Childminding Association and the local childminding networks.

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

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's starting points are established at registration, which in turn help the childminder to monitor the children's progress. The childminder carries out detailed observations and assessment records for each of the children and her planning of children activities, centres around the six areas of learning. The childminder ensures children's individual needs are met through talking to parents and the children, observing the children and establishing details of their preferences. All children are encouraged to participate in all activities, and the childminder offers a fully inclusive practice, ensuring all children have the same chances to grow and develop. Parents are verbally informed about their child's day and the childminder has forged positive links with other settings and carers.

What steps need to be taken to improve provision further?

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

- continue to further develop the system for planning towards the early learning goals and children's next steps.

The leadership and management of the early years provision

The childminder has yet to complete the self-evaluation document, and take on board the benefits of using it as a way of reflecting on her practice. The childminder and her family have had the relevant checks carried out, and she is mindful of not leaving the minded children with persons not vetted. All the

documentation, pertinent to good childminding practice are in place and regularly up-dated. However, the childminder is in breach of regulations because she did not inform Ofsted about the changes to the number of her own children. Parents have access to all written policies and procedures and know of the childminder's duty to protect and safeguard the children in her care. They are familiar with the complaints procedure and have been given details of the regulators name, address and telephone number. The childminder is aware of the procedure for keeping a detailed record of any complaints and of informing parents of the outcome of such complaints. Children's details and information is recorded and any dietary and religious requirements are adhered to, taking into account parent's wishes. The attendance register is clear and up-to-date and the childminder maintains her adult, child ratios at all times.

The planning of children's activities, observations and assessments, are carried out, clearly documented and are appropriate to the setting. The childminder monitors the children's progression through establishing their starting points and using these to highlight their next stages in their development. The childminder has relevant insurance cover, a valid first aid certificate and has obtained the relevant written parental permissions. She has a positive attitude to training and personal development, and has completed many courses and workshops to enhance her provision. She has successfully met and addressed the recommendation highlighted at the last inspection and continues to reflect on her practice. The childminder has established positive links with other settings and looks to them for advice regarding planning, to help her to decide what activities are best for the children. The staff help her with topic work and they work together to give the children the best start in life. She encourages the parents to work with the children in their home environment to aid continuity, and to help them become more interested and part of their child's education.

The quality and standards of the early years provision

Children learn to behave in ways that are safe for themselves and others because they are encouraged to share and take turns. They show a good awareness of acceptable behaviour, know the rules of the house and what they are allowed to do. The childminder raises children's self esteem, through regularly praising the children throughout the day. Children are given tasks to perform to help them to become independent, confident and increase self-esteem. The childminder helps children to develop an understanding of dangers and how to stay safe, because she encourages them to tidy up and clear away discarded items. She discourages running, pushing in the house, regularly involves children in fire drills and records when these are carried out. She talks to them about dangers, keeping safe, sets good examples for them to follow, and ensures they stay close by her on outings and walks. The childminder teaches children how to cross roads safely, using the Green Cross Code, patrol person and showing them safe places to cross. She regularly checks toys and equipment, before and after use, discards broken items and replaces them immediately. The childminder makes sure all resources and equipment are safe, suitable and meet safety requirements. She has completed relevant training for safeguarding children, and knows the procedure for reporting any concerns.

The childminder teaches children to be active and understand the benefits of physical activity through the provision of suitable outdoor activities. Children have access to sufficient food and drink that is healthy and nutritious and appropriate for their needs. Children are given choices about what they eat and drink and any allergies and special dietary requirements are recorded and adhered to. There are routines in place for the safe handling of food and the childminder has completed relevant food hygiene training. Children understand and adopt healthy habits such as, personal hygiene practices and regularly access plenty of fresh air and exercise.

Children enjoy their learning and make progress towards the early learning goals in relation to their starting points, capabilities and interests because they access planned activities that are centred around the six areas of learning. The childminder incorporates children's starting points and has begun to make reference to their next steps. She has weekly, plus medium term planning and includes outdoor play, outings, walks, and access to the garden for physical play. Each child has their own development folder and this includes the observations and assessments she carries out regularly. She includes photographic evidence of activities and topic work and children respond to the childminder and enjoy what they do. Children are developing skills that contribute to future economic well-being as they learn about the wider world. They make as much progress as they can in technology, problem solving and numeracy, through learning about math, recognising colour, shape, size, and using construction to develop building and problem solving skills. They can count, sort items, and use their imagination in a variety of situations. For example, pretend shopping, roll play and stories.

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?	3
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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:

- ensure Ofsted is notified of any significant changes to circumstances (Providing information to Ofsted and also applies to the Early Years Register, voluntary part of the Childcare Register)

14/05/2009