

Inspection report for early years provision

Unique reference number	EY285513
Inspection date	20/10/2011
Inspector	Angela Howard
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children aged 12 and seven years. They live in Meersbrook, on the outskirts of Sheffield, close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities and two bedrooms on the first floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays.

The childminder is registered to care for a maximum of five children at any one time and is currently minding nine children in the early years age range. She also offers care to one child aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She is also a member of the Sheffield Children Come First Childminder, and Home-based Childcare Network. The childminder is qualified to level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, stimulating and fun environment where children make good progress in their learning. She is very inclusive in her practice and gives each child the opportunity to learn through play. The implementation of good quality policies and procedures ensure the very safe management of the provision to promote children's welfare, learning and development. The strong partnership with parents is a key strength and significantly contributes to ensure that the needs of all the children are met well. There is a clear commitment to the further development of the provision and to working in partnership with other professionals to enhance children's care.

What steps need to be taken to improve provision further?

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

- build further upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

The childminder ensures her practice is underpinned by good knowledge of child protection procedures and the possible signs of abuse to ensure her arrangements

for safeguarding children are robust. She knows who to contact regarding concerns and has robust systems in place for recording this information, and is confident to talk to parents about any concerns, putting the welfare of the children first. The rigorous systems in place to ensure people who have regular contact with children, are suitable to do so, and are fully implemented. Well-documented policies and procedures, children's records and documents for the safe management of the setting are in place and are also implemented successfully. Safety is of prime importance to the childminder who has identified areas of risk while children are in the home and when they are off the premises. She has thorough written risk assessments covering her home and activities, plus specific types of outings, to ensure risks to children are minimised.

Children access all areas freely, safely and choose which resources to access. They use an abundance of good quality resources to support the enjoyable activities they are offered daily. The childminder makes effective use of the local facilities and regularly organises visits to places in the local community. Children have a strong sense of belonging and have a strong bond with the childminder, helping them to feel settled and valued. Children's progress, relative to their starting points, is effectively monitored to ensure there is no under achievement and that any sign of difficulty receives appropriate action. She has plans in place for older children to learn about celebrations from around the world and has a good range of resources for younger children that reflect positive images of diversity.

The childminder develops very positive and trusting partnerships with parents and their feedback is welcomed and encouraged, both verbally and through questionnaires. Comments taken from questionnaires include; 'the childminder takes delight in the children and has spontaneously worked above and beyond her duties to help my child with their communication. I particularly like how children's independence is encouraged. It is a relaxed atmosphere: children have choices and like being part of the family and I like how confident she is in dealing with their behaviour'. The childminder ensures that she promotes a system that values communication and creates a sense of belonging for both parents and children. Her 'open door' policy and approach has enabled her to build good relationships with the children's families and ensures she understands and can plan in advance for the needs of each child.

There are strong partnerships with external agencies to ensure she provides good additional support for children who have disabilities or special educational needs. This includes working with other professionals who may visit her setting. The childminder has begun to build links with other care settings who deliver the Early Years Foundation Stage. However, this is in its infancy and the childminder recognises more can be done to ensure they work together to ensure continuity in the children's learning and care. The childminder is constantly improving her practice through advanced level of training and childminding network accreditation. She rigorously reviews and evaluates all aspects of her practice and has a good vision and sense of purpose for the future of the setting.

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

The relationship between the childminder and children is very warm and caring. They are very happy, content and show lots of pleasure, laughing, giggling, smiling and inviting the childminder into their play. Observation and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress, relative to their starting points, and their next steps are accurately identified and used to inform planning. This ensures children succeed and that activities are well matched to the full range of children's individual needs, encouraging them to become active learners. The children eagerly respond to the consistent praise and encouragement and enjoy reassurance from the very caring childminder.

Children are encouraged to access a wide range of activities, which promote their all round development. For example, they play imaginatively with the cars and road mat. They push cars up and down the ramp and attempt to move the lift on the garage by moving the lever up and down. Children love to play musical instruments and take part with gusto banging on the percussion instruments or shaking the many different kinds of shakers. They introduce themselves to problem solving and numeracy as they take apart the xylophone and try to put the shapes back into the correct place. The childminder introduces names of colours and counts the number of xylophone bars as the child replaces them in the case. Many resources are stored at low-level, enabling children to make their own decisions and choices, which promotes their independence and enables them to initiate their own games.

Children begin to learn about living things and to appreciate the natural world around them. They plant potatoes and carrot seeds and learn to nurture them. They are able to experience the complete food chain as they eventually pick and eat their home grown produce. Children enjoy experiences outdoors by exploring water and sand, and from recycled and natural items have begun to make a cover for the pagoda to create a shaded area from the sun. Older children have weaved rope in between twigs and younger children have fun weaving on a piece of trellis and call it the 'weave wall'. This stimulates children's curiosity and maintains their enthusiasm, which result in children being well-equipped with the required skills in order to secure future learning.

Children have frequent opportunities for fresh air and exercise which promotes a healthy lifestyle. Children's health is further promoted by the childminder taking a range of positive actions to encourage healthy eating. They are provided with wholesome, nutritious and well-balanced meals thoroughly enjoying the food offered to them. The childminder is vigilant in supervising children and proactive in raising children's awareness of how to keep themselves safe. For example, children take part routinely in fire drills, road crossing procedures and she encourages children to adhere to household rules. The childminder constantly and reassuringly gives reminders and explanations to children about safe practice, raising their awareness of potential dangers. This effectively contributes to children learning to keep themselves safe. The childminder acts as a good role model listening

attentively and speaking with respect. She uses positive methods to manage behaviour and distracts younger children swiftly, resulting in children developing a good awareness of their place in society and to ensure they are well equipped with the skills in order to secure future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met

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

Met