

Inspection report for early years provision

Unique reference number	EY296432
Inspection date	04/12/2008
Inspector	Lynn Masterman
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 2004. She lives with her husband and three children aged 13, 11 and five years old. The family live in a small village near Rotherham. The premises can be easily accessed and the whole of the ground floor, including toilet facilities and two bedrooms on the first floor to be used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of five children at any one time. There are currently eight children on roll of which, three children are in the early year's age group. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children make good progression in all areas of their learning through positive interaction with the childminder and access to a stimulating environment. They are very confident and developing good levels of independence with the childminder. She makes effective use of clear and concise observations of the children to plan for their individual learning. However, opportunities to gather information from other care settings to further enhance children's learning is not sufficiently explored. The childminder clearly recognises and respects the children's individuality, and works effectively with parents to ensure their individual needs are successfully met. The childminder has a strong commitment to improvement and consistently evaluates her everyday practice.

What steps need to be taken to improve provision further?

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

- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

Children's learning is effectively promoted because the childminder has a good understanding of child development and a growing awareness of Early Years Foundation Stage framework. Activities are well planned and clearly identify the learning opportunities for each activity to help children to learn new skills and build upon their existing skills. Detailed Observations and assessment records are used successfully to plan for children's individual learning relative to their starting points. This ensures children have the opportunity to reach their full potential. Parents are kept well informed about all areas of their children's care, learning and play. Through regular discussions, parents have the opportunity share any concerns about their children's progress and identify areas of their children's learning, which

they feel may need additional support. This helps parents to take an active role in their children's learning and to further their learning in the home environment. However, the systems to gather, share and utilize information from other settings who deliver the Early Years Foundation Stage to support children's individual learning is not yet fully established.

Children's health and safety is actively supported through good range of well-written policies and procedures, which are regularly reviewed and implemented successfully. Robust risk assessments ensure all areas of the premises both inside and outside accessed by the children are potentially free from hazards. The childminder has an excellent understanding of allowing children to experience a balance between freedom and safe limits. For example, the childminder gently reminds young children how to lower their bodies safely when stepping over a low level step. This helps children to gain trust in a known adult. The childminder has secure knowledge of the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. All persons living in the household are appropriately vetted.

The childminder has a strong commitment to continuous improvement. She makes good use of the statutory guidance for the foundation stage, personal reading and training opportunities to enhance her practice. All recommendations made at the last inspection have been addressed and successfully implement to promote good outcomes for children.

The quality and standards of the early years provision

Children show a strong sense of belonging. The childminder respects children's individuality and their family context. She works in complete partnership with parents to ensure each child's daily routine is followed successfully. Parents complete a very detailed care plan regarding all aspects of their children's care. The childminder makes good use of the information to build the foundations for a very meaningful and purposeful relationship with the children. All the children's care plans are reviewed on a regular basis to ensure their evolving needs are continually met. The childminder actively promotes an inclusive environment where children learn to share, be kind and be respectful to others. They have the opportunity to develop their own identity through a range of range of activities. For example, children design a self-portrait and body image of themselves using a variety of creative materials. The images are displayed around the room and the childminder helps the children to explore similarities and differences, such as different skin tones, eye and hair colour and disability. This is further enhanced through a range of play resources, celebration of festivals and visits within the local community.

Children flourish in a happy and relaxed homely environment. They are well motivated and show interest in a good range of purposeful activities, which provide consistently high levels of challenge appropriate to their age and stage of development. They are able to make informed choices from a very good range of well-organised and easily accessible play resources, which promotes their independent learning. Activities are carefully planned and linked to children's

interest and experiences. For example, some children live in rural areas and show great interest in where they live and the world around them. They draw pictures of a farm yard and the country side. The childminder skilfully extends their learning as they discuss the different transport, such as tractors and combines harvesters. They explore the different sounds they hear and how the animals live and feed on the farm. Their language, mathematical thinking and imaginative development is extended further as they explore different shapes, colours and number. Lots of stories and rhymes about the animals and the farm help children to consolidate their learning.

Children's health, well-being and safety is successfully promoted through play. They are beginning to be aware of their own safety. For example, they know how to cross roads safely, and not to touch the oven when baking buns. Children know the importance of good hygiene practice and how eating fruit and vegetables helps to keep you healthy. They grow strawberries and tomatoes, and help to prepare their own snack. The children love to be outside in the fresh air. They create their own obstacle races and visit adventure play areas to develop their large motor skills. Children are well behaved. They receive achievement certificates for helping to tidy away toys or showing kindness to others. This results in children feeling safe and secure, through which they develop a high degree of self-confidence and a strong belief in themselves.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Since the last inspection there have been no complaints made to Ofsted.

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.