

Inspection report for early years provision

Unique reference number	EY311183
Inspection date	23/06/2009
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 2005. She lives with her husband and two teenage children in a 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 five children under eight years at any one time. She is currently minding five children under eight years; of whom four are in the early years age group, two of whom attend on a part time basis. 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 childminder is a member of the National Childminding Association and has a BA Honours degree, level five, in health and social care.

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 good. The provider demonstrates a very positive understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The childminder meets children's individual needs extremely effectively through, observations, assessments, and talking to parents and the children. She ensures all children are included and have free access to all toys and equipment. Children are encouraged to feel good about themselves, because the childminder gives them positive praise and encouragement. There are well established routines for health and hygiene and children are served nutritious food that meets their dietary and religious requirements. Shared information with parents, ensures they are fully informed about their child's day and what they do.

What steps need to be taken to improve provision further?

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

- include Ofsted's name and current address within the complaints policy
- continue to develop the system already in place for ensuring children are working towards the early learning goals.

The leadership and management of the early years provision

All relevant documentation for the safe and effective management of the setting, is in place and available for inspection. The childminder uses the long, medium and short term planning sheets, making clear indications of how she plans children's

activities. She plans experiences using the children's interests, capabilities and starting points. This information enables her to make initial observations as children register, in order to understand their needs, and establish their likes and dislikes. Activities are both adult and children led, offering a broad range of age appropriate learning experiences, giving children ample opportunity to use their imaginations and be creative. Planning includes outdoor physical play, outings to the park, childminder drop in and various play groups. The early learning goals are clear and show an equal balance of the six areas of learning. Each child has a folder containing assessments, observation sheets, and their starting points, to ensure children's needs are fully met and the childminder uses the Schema style of learning.

Partnership with parents and other carers is very effective, through good communication, daily written and verbal feedback, and shared, relevant information. There are well established daily routines and any specific requirements, for the children, are recorded. The childminder ensures parents have access to the planning of activities, and welcomes any comments and suggestions from them and their children. Learning in the home environment is beginning to be developed through, treasure baskets, relevant information about children's progress, and parents inform the childminder what their children do at the weekends. All documentation pertinent to the setting and requirements, is in place and available for inspection. However, the childminder has omitted the inclusion of Ofsted's address in the complaints policy.

The childminder is proactive in ensuring the safety of children is first and foremost. She has taken appropriate safety measures and has completed suitable training in safeguarding children. The childminder has a valid first aid certificate and appropriate public liability insurance cover. Children are encouraged to learn about safety, because the childminder talks to them about stranger danger, keeping with her at all times, not running near the roads, teaches them how to cross roads safely, enforces the Green Cross Code policy, and ensures school children know to cross with the patrol wardens. Children pick up discarded toys, are aware of being careful in the garden and inform the childminder when something is broken or not safe to use. Regular fire evacuation is practiced with all children and the childminder carries out regularly checks on toys and equipment for damage, cleanliness and replaces any broken items.

The quality and standards of the early years provision

The childminder effectively meets children's individual needs through observations, assessments, talking to parents and the children, and establishing all children's details. She ensures all children are included, encouraged to join in and access all toys and equipment, adapting activities to suit children's individual needs. Children are encouraged to feel good about themselves through lots of praise and encouragement. The childminder recognises diversity and promotes a positive role model for children. She treats children with respect, as individuals and with equal concern. Does not discriminate, with none stereotype activities offered and all children have free access to all equipment and resources. The childminder supports children with specific learning difficulties, working closely with parents

and other professionals.

The children are very good at sharing, behave well and follow the house rules established together. They access board games to initiate waiting and taking turns, enjoy group play and are generally kind and considerate towards each other. The childminder raises children's self esteem through lots of positive praise and encouragement to make children feel proud of what they do. She encourages them to join in, make friends and respect each other taking into account their diverse needs and backgrounds. There is very good interaction with the children, and the childminder meets their needs well, making sure they all have equal amounts of her undivided attention and are happy and content. The babies are beginning to find a voice and express themselves by chuckling, laughing, shouting out loud, and make lots of baby talk. They are beginning to crawl, pull themselves upright, reach out for toys, and use fine manipulative skills and pincer grip to hold toys and turn them over. They try to put shapes in the sorter, can hold own cups and are beginning to feed themselves with finger foods. Older children access the outdoor play areas good selection of resources and equipment. The children are beginning to understand and adopt healthy habits such as good hygiene practices because there are well established routines, and excellent examples for the children to follow. The children are able to make healthy choices about what they eat and drink through a well balanced diet that takes into account their dietary and religious requirements.

The childminder plans children's activities according to their starting points, ages and capabilities and ensures they have an exciting and well balanced mix of adult and child led play situations. The children are working towards the early learning goals use a varied range of resources, toys and equipment. For example, babies trying to put shapes into the holes, finding toys out of the toddler box and turning things around in their hands. Older children use construction to build intricate models, they sort, count, look at house numbers and car registrations when they are on walks. They look and compare the shapes of houses and unusual buildings, such as churches and are able to recognise colours and numbers. The childminder ensures children are aware of the multi-cultural world we live in and has meaningful discussions with them. They look at books, read stories, celebrate other festivals, plant food chains, and are involved in a variety of topics. They learn about the life style of creatures and animals, and have a weather chart to help them become aware of the weather and the seasons.

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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