

Inspection report for early years provision

Unique reference number	EY313075
Inspection date	20/04/2009
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 2005. She lives with her four children aged 13, 11, six and five years old in 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 five children of which four are in the Early Years age group. The childminder walks or 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 childminder is a member of the National Childminding Association, and has an National Vocational level three qualification .

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. The childminder demonstrates a satisfactory understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Children are provided with healthy and nutritious food, and the childminder records details of allergies and special dietary requirements, and respects parents wishes. There are established routines for the safe handling of food and suitable storage, and children are able to rest or be active according to their individual needs. Partnership with parents is established and the childminder ensures they receive daily verbal feed back and are fully conversed in what their children do and where they go. The childminder records children's starting points and monitors their progress through, talking to the children and parents, observations and assessments .

What steps need to be taken to improve provision further?

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

- continue to develop the existing system for assessing, and monitoring children, and keep a record of their next steps
- ensure the existing complaints policy contains details of Ofsted's name, address and telephone number
- promote the safety of children by ensuring the fire blanket is suitably fixed in place.

The leadership and management of the early years provision

The childminder has yet to complete her self-evaluation document and to see the benefits of using this as a working tool to reflect on practice. Most documentation pertaining to childminding practice is in place, but there are some improvements to be made regarding the complaints procedure statement. The childminder carries out satisfactory risk assessments on a daily basis to ensure children's safety is promoted. Children's activities are informally planned, and the childminder has begun to make clear assessments and observations to monitor the children's progress and their next steps. The childminder gathers all relevant information about the children and keeps a record of their starting points, likes and dislikes. She has a valid first aid certificate, relevant public liability insurance, and has a system in place for recording accidents, medication and any concerns. Her daily attendance register is kept up-to-date with the times of children's attendances recorded. The childminder verbally demonstrated a positive attitude towards her personal development, and has completed many training courses and workshops to enhance her provision. She has a valid National Vocational level three qualification and fully maintains her adult to child ratios at all times.

The childminder has made suitable provision for emergency back-up and has notified all the parents of this arrangement. Improvements recommended at the last inspection have been addressed with the exception of accessing an up-to-date safeguarding children course, but the childminder has arranged this for the very near future. The childminder has an action plan to complete the self-evaluation document, continue to develop the system for planning, assessing and monitoring children's next steps and to look at ways of improving her service. The outcomes for the minded children are to ensure all children are happy, achieve their goals and grow to be responsible adults. Parents have access to an information pack containing relevant details and written policies and procedures. She makes sure they are given daily feed back about their child's day and any worries are discussed on collection of the children. The childminder is beginning to encourage the parents to develop children's learning in the home environment. For example, children have each taken home a planted potato to share with parents, and take regular photographs of the plants progress to share with everyone. At the harvesting time they are going to record the number of young potatoes the plants produce. Links with other settings is beginning to be developed, staff at the local school know which children the childminder cares for and pass on information for her to give to their parents. She attends the local pre-school and is chair person there.

The quality and standards of the early years provision

The childminder helps the children to behave in ways that are safe for themselves and others because she ensures they are mindful of keeping safe and she discourages running and ball throwing inside the premises. She checks garden equipment and helps children to understand that they have to be careful and not fall over things and help to tidy up. Discussions regarding stranger awareness and

touching stray animals take place and the children know to stay along side her and walk on the inside of the pavement. The childminder involves children in regular fire drills, teaches them how to cross the road safely on the school run and when they are out walking. She daily checks resources and equipment and discards any broken or damaged toys. All required safety is in place, however, the sighting of the fire blanket needs attention. Children are encouraged to share, take turns, be responsible for their own actions, respect each other and be kind and considerate and help each other. House rules apply and generally all children are well behaved. The childminder raises children's self esteem by praising them for their efforts, gives them small tasks to carry out such as, tidying up, setting the table, to help them feel important.

Children are able to be active and understand the benefits of physical activity through accessing fresh air and exercise. They are given healthy and nutritious food, and drinks and the childminder respects parents wishes. Children's allergies and special diets are recorded, food hygiene routines are well established and children are encouraged to be responsible for their personal hygiene. Sleep routines are agreed with parents and children make healthy choices about what they eat and drink. Informal planning of activities ensure children have access to stimulating and challenging play situations. Photographic evidence of children participating in a wide range of activities suggests variation, problem solving, exploring and having a good time. There is a good selection of age appropriate toys and equipment for both indoors and outside to ensure all children's needs are met. The children have access to the childminder's allotment, they accompany her there to grow vegetables and learn about healthy produce. They visit local farms and places of interest. The childminder is beginning to include the early learning goals into her activities to ensure children enjoy a varied learning environment and encourages children to develop the habits and behaviour appropriate to good learners.

Children are beginning to make as much progress as they can in problem solving and numeracy through suitable activities that encourage them to count, recognise shape, colour, number and size. They can recite numbers in order, count on and manage simple calculation. They are developing good habits as active, inquisitive learners, developing collaborative skills and problem solving as they access construction, electronic games and model making. Children understand the wider world, demonstrated through their play and communications, with each other and other adults. They take part in stories, festivals and celebrations as well as food tasting and growing fresh produce.

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?	3
How well are children safeguarded?	3

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?	2
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

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

Met