

Inspection report for early years provision

Unique reference number	EY348900
Inspection date	27/02/2012
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 has been registered since 2007. She lives with her husband and two children aged 12 and 14 years, in Greasborough in the borough of Rotherham. The whole of the bungalow, excluding the master bedroom is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Saturday all year round. The family has two dogs.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is currently minding two children in the early years age range. She also offers care to eight children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The calm, welcoming and friendly environment is a particular feature of the setting. The children make good progress in their learning and benefit from the wide range of activities provided. However, the documents used to support planning and observations are in their infancy. Strong relationships are established with parents as the childminder works closely with them to support, guide and nurture their children. The childminder's good attitude and commitment to her work underpins her ability to improve. However, the system in place for self-evaluation is very much in its infancy.

What steps need to be taken to improve provision further?

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

- enhance the process of self-evaluation to provide a clear direction for the future development of the service
- monitor the quality of observations and identified next steps to assess how well the information is used to plan activities to cover all the six areas of learning equally.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder has a good understanding of her responsibilities with regard to child protection. The setting's detailed policy is shared with parents. The childminder knows who to contact regarding concerns and has robust systems in place for recording this information. She is confident to talk to parents about any concerns, putting the welfare of the children first. Well-

documented policies and procedures, children's records and documents for the safe management of the setting are in place and are implemented successfully. All adults residing on the premises are vetted, and details of any visitors to the setting are rigorously recorded. Thorough risk assessments and robust daily checking systems help to ensure that the environment is kept safe for children. The childminder organises her home very well, providing an environment that is very conducive to children's learning. A broad range of stimulating resources and challenging activities are easily accessed by children of all ages. Activities are set out both indoors and outdoors, providing continuous provision. The children have free access to toys and equipment which helps them to feel safe and secure, and promotes their independence and decision making skills. This gives them the confidence to explore and learn in an environment that is like 'a second home'. The childminder actively encourages the children to learn about the wider world. For example, she has a good range of resources integrated into everyday play situations, such as books and dolls that promote positive images of diversity and the children explore a range of musical instruments from around the world.

Parents share a very positive relationship with the childminder and receive information in a variety of ways through policies and procedures and daily learning journals. The childminder dedicates time from the onset of a placement to ensure she gets to know children and their families well, fostering strong relationships and helping to ensure that children settle quickly and feel secure. Parents are very happy with the care and education provided. They comment that they are really pleased with their child's progress, that the childminder is reliable, caring and honest and they have seen a massive amount of improvement in their child's behaviour. This helps children to develop well and to have a good disposition to learn. There are no children on roll who also attend other early years provision. However, the childminder is aware of how to work in partnership with other settings that children may attend. All recommendations made at the last inspection have been completed and the childminder has begun to identify her strengths and her areas for improvement, showing some sense of purpose and direction. However, this is in its infancy, and she has yet to develop how parents and children are involved in this process and how she will monitor the impact of any changes.

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

The childminder overall has a good understanding about how children develop and how to deliver the Early Years Foundation Stage in order for children to progress well. Activities are well planned and based upon continuous provision. She is keen to focus on children's individual interests and uses this information robustly to make them feel nurtured and highly valued. The success of this approach is seen by the children's good progress and high levels of enjoyment. However, the monitoring of the quality of observations and how rigorously the childminder routinely observes against all of the six areas of learning is in its infancy. The childminder demonstrates a very calm and caring approach and engages very skilfully with the children as they play. They love outdoors where they are offered the freedom to explore, use their senses and be physically exuberant. They use

their imagination well in the playhouse cooking dinners and caring for babies. They attempt to ride bikes, using their feet to propel themselves successfully, but are aware of the need to push hard on the pedals to make it move. These outdoor physical activities are complemented well by visits to the local parks, farm and outings to a soft play provision.

Young children show delight as they play with multi-cultural musical instruments, shaking them with gusto and studying the different shapes and colours of them. Children's creativity is celebrated as they complete sticking pictures and decide to display them prominently on the windows. They show curiosity at the glue patterns and swirl the stick around and around pressing with their fingers on the glitter effect left behind. Children start to develop an understanding of numbers through the simple counting of objects and are beginning to recognise and repeat patterns with beads as they thread chunky wooden beads on laces. They use mathematical language spontaneously as they count 'one two' as they put on shoes, climb steps and select cups. This is effectively supporting children's learning and results in children developing good habits as active, inquisitive and independent learners.

The children follow agreed daily routines which they know and understand. They enjoy good quality meals that are prepared from fresh wholesome ingredients according to the dietary requirements of the children. Children learn effectively about what is dangerous and how to keep themselves safe. They practise crossing the road safely, fire evacuation procedures and help to tidy away toys to keep themselves safe. This ensures children learn some sense of danger in a secure and safe environment, where they can explore and take risks safely. The childminder manages children's behaviour with sensitivity so that they learn how to behave with care and thought for others. Overall, children have fun, make good progress in their learning and thoroughly enjoy their time spent at the setting.

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	3

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	3
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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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