

Inspection report for early years provision

Unique reference number	EY359006
Inspection date	15/02/2011
Inspector	Dianne Andrews
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 2007. She lives with her husband and three children, aged 17, 12 and 11 years in a suburb of North Sheffield. Access to the house is via a set of steps. The ground floor rooms of the house are used for childminding, with the exception of the rooms in the garage extension. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of seven children aged under eight years when working with an assistant. Four of these may be in the early years age group. There are currently seven children on roll. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a qualified nursery teacher. She is accredited and part of the local childminder network. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has an informed knowledge of their backgrounds, family circumstances, interests and capabilities. This enables all children to make good progress in their learning and development. There is a friendly, working relationship with parents; effective procedures in place help to keep them well-informed about their children's progress. The childminder continually reflects on her service, planning for and ensuring that continuous improvement is effective.

What steps need to be taken to improve provision further?

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

- consider developing written risk assessments to cover everything with which a child comes into contact
- develop effective communication methods between settings that children attend to ensure continuity of experience for the child.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of how to deal with safeguarding issues is very secure, with all the required documentation in place. Parents are invited to read the associated policy. The childminder has attended training to refresh and keep abreast of changes on safeguarding matters and clearly understands the importance of protecting the children in her care. All people in the household aged

over 16 years are known to Ofsted to ensure appropriate checks are completed to confirm their suitability. The daily register, record of visitors, accident, incident and medication records and procedures are completed as appropriate to promote children's well being; a range of policies successfully underpin the good practice.

The childminder supervises children effectively and ensures their safety with good procedures. However, the written risk assessment document does not cover everything with which a child may come into contact, such as activities, to confirm the action taken to maintain safety in all areas. There are effective systems on outings to enhance children's safety, which include the consideration of potential risks and hazards.

Supportive and professional relationships with parents are forged from the outset, which ensures an inclusive service is provided. The childminder obtains details about the children's care needs, interests and routines to ensure they get the support they need to make good progress. She holds review meetings with parents at regular intervals throughout the year, where they share the children's progress records. Parents are provided with home link books, which record activities and care routines to keep them well informed; these are supplemented through text messages, telephone conversations and face-to-face discussions. Newsletters tell parents about any changes to the service and provide information about forthcoming themes for activities to enable them to discuss them with their children and to continue their learning at home should they wish to.

The childminder recognises the benefits of working in partnership with other professionals involved in the children's care and education. Some relationships, such as, those with the local school, have been successfully forged but communication links with others delivering the Early Years Foundation Stage are still in their infancy. The childminder demonstrates a very clear understanding of the Early Years Foundation Stage and how children progress towards the early learning goals. She uses her childcare knowledge and experience proactively within all activities, challenging skilfully and enabling children to make good progress in all areas. She refers to Early Years Foundation Stage guidance as she analyses and reviews what she knows about the children, to confirm her assessments of the stages they are at.

The childminder clearly enjoys her work and is committed to continuous improvement. She demonstrates this through her consideration of how she can use information gained through training courses to promote the best outcomes for children. She proactively uses the childminding network review process, parental questionnaires and the online self-evaluation document to evaluate her provision.

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

Children enjoy a good variety of stimulating play experiences and activities, both in the home and in the wider community; these support their learning and development well. The childminder is able to engage them effectively in activities and appropriately supports their learning through encouragement, praise and

effective role modelling. Flexible routines include a good balance of child-initiated and adult-led activities. Children build their confidence while taking part in activities they enjoy. The childminder knows the children well and tailors individual games to meet each child's stage of development, giving support where necessary. She uses what she knows about the children skilfully to plan for future progression.

Children relish opportunities to use early mathematical concepts in their play, for instance as they match corresponding parts of puzzles, name shapes, recite numbers and begin to count objects. Within the themed activities they have opportunities to explore a range of materials and media; making models from recycled resources; playing with polar animals in icy water and building towers using large cardboard boxes. They use paint techniques, crayons and play dough to create using their own ideas, and develop their imagination as they play with small world characters, dolls and pushchairs and make dens under the table.

The childminder continually talks to the children asking open-ended questions. She extends their learning, encourages them to think and helps them to make connections. They happily use their language skills as they initiate conversations prompted by the 'talking book,' showing photos of their playmates. They begin to repeat lines from well-loved stories and happily sing familiar songs; they take turns to choose a musical instrument to accompany their songs, proudly producing sounds from bells, a drum and a harmonica. Children learn to play together, to socialise, to share and to respect others. As a consequence they become active and inquisitive learners and develop skills for the future. They behave appropriately, recognising boundaries and responding to expectations. Their good behaviour is promoted through praise and encouragement.

Children learn to be conscious of their own safety as they recognise appropriate road safety routines while on walks. They are reminded why practises in the home, such as, climbing on toy boxes, are dangerous and the consequences of their actions. They practise the emergency evacuation procedures and a visit from the local fire safety team helps to reinforce the safety message.

Children are kept healthy as they follow appropriate hygiene routines; washing hands to a cheery song, which reminds them that germs are washed away down the sink. They have nutritious meals and snacks either provided by their parents or prepared by the childminder. Older children have opportunities to plan some menus and enjoy the experience of sharing their meal with their peers. Children are encouraged to take regular drinks to ensure they remain well hydrated. They talk about the benefits of healthy eating and exercise and the effects on their bodies. They enjoy fresh air and active play as they go for regular walks, use the well-resourced garden or the local parks.

The childminder actively promotes an inclusive environment; children are beginning to develop an awareness of how others live as they take part in activities based on special days, such as, St. Valentine's Day and cultural festivals, such as, Chinese New Year. They have access to a good range of resources, such as, multicultural dressing up clothes, which positively promote their understanding and acceptance of diversity. At the local childminder group they take part in activities

to help them value differences and similarities as they compare customs within African and English weddings.

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