

Inspection report for early years provision

Unique reference number	EY361127
Inspection date	27/05/2010
Inspector	Geneen Yvonne Hulse-Brown
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since September 2007. She lives in Sheffield and works from another registered childminder's home. Local shops, schools and parks are within walking or driving distance. Children have free access to the kitchen, playroom, lounge, downstairs toilet and hallway. There is a fully enclosed area for outdoor play to the rear and side of the property. Premises are accessible via two small steps to the front door.

The childminder is registered for the care of six children under the age of eight years and when working with her co-childminder they are registered to care for 7 children together. The childminding partnership are presently caring for 19 children in the early years age group. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Both childminders have equal responsibility for the childminding practice.

They are members of the Sheffield Childminding Association and meet regularly with other local childminders. The childminder holds National Vocational Qualification level 3 in Childcare and Education. They are building links with other providers of early education and childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder's very good knowledge of the children in their care, enable them to plan and provide new experiences that continually challenge them. The well organised and creatively resourced environment means that children are very motivated as they enthusiastically engage in a broad range of enjoyable activities. Successful promotion of children's individual needs is due to the childminder personalising activities that encourage them to explore and follow their interests as they learn new skills. Excellent partnerships with parents, carers and other providers are well established to consistently meet children's individual needs. The childminding partnership clearly recognise their strengths and areas for development, as they reflect together to monitor and seek out ways to improve their practice.

What steps need to be taken to improve provision further?

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

- monitor observation systems to identify next steps and to inform planning for children's individual needs
- further extend self-evaluation processes to monitor the impact of targeted improvements on outcomes for children.

The effectiveness of leadership and management of the early years provision

Successful promotion of children's safety and well-being is due to the childminder and her co-childminder's good knowledge of keeping children safe. A well written policy coupled with robust recording systems effectively ensures that children's safety is paramount. The childminder demonstrates a very good awareness of signs and symptoms of abuse and consolidates her understanding through access to ongoing training to reflect current guidance. Risk assessments are thorough, identifying and addressing hazards as they arise. Daily visual checks of the premises indoors and outside, guarantee the childminder provide a safe and secure environment for children. Parents are kept well informed of the childminding practice, as policies and procedures are clearly available to them and regularly updated in the parents handbook.

The very child-friendly, well organised and planned environment provides children with numerous opportunities to easily access a wide range of good quality resources. They make active choices as they move around the home, extending their independence as they explore and investigate all about them, both indoors and outside. Safe and secure equipment enables children to be inquisitive as they begin to take simple risks and start to assess their own capabilities. Children are becoming more responsible for their own learning. They access good quality resources alongside planned and spontaneous activities that effectively promote children's awareness of diversity. They are highly supported by their childminder to ask questions, learn to respect each other, recognise and embrace differences. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework, using it effectively to complete comprehensive observations for all minded children. Observation and assessment is a shared responsibility, with the childminder ensuring that all information is available to her co-childminder to inform the planning process. She recognises that their shared observation and assessment system can be more complex than required and is in the process of reviewing it to ensure that it clearly identifies the next steps in the learning process.

The partnership provides parents with high quality information regarding the service they offer, including a very comprehensive handbook. The childminder is responsible for ensuring children's daily care plans, diaries are completed and effectively shared with parents. Parents are actively involved in contributing to their children's ongoing progress and achievement as they work cohesively together to extend children's experiences. They complete questionnaires where they compliment the childminders, expressing their high regard for the service they receive. Parents are extremely complementary about the partnership particularly in relation to the environment, the experiences and the activities they provide for children. The childminder has started to reflect on the practice by identifying and addressing areas for development. However, self-evaluation is not robust in terms of how it will impact on targeting outcomes for children. The co-childminder takes the lead role for building links with local childminders and other providers. The childminder's good knowledge of the Early Years Foundation Stage framework

enables her to provide numerous opportunities for children to extend their learning and development.

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

The childminder completes comprehensive records charting children's progress and achievements based on the Early Years Foundation Stage framework. Her good knowledge and understanding ensures that she is effective in promoting children's development and learning. Well planned, resourced activities and learning opportunities channel children's individual interests, as they extend their curiosity and independence. Children settle well, as they are happy and totally at home in their surroundings, accessing a wide range of enjoyable experiences that continually challenge them. The environment is imaginatively organised to allow children to make active choices to become independent learners. Children make good progress in all areas of learning due to the high levels of support and stimulation they receive from their childminders. They are very confident as they engage with adults and children alike, initiating games and involving the inspector in their play. Children are highly motivated and secure as they follow loosely structured routines personalised to their individual needs, exploring and investigating in a very child-friendly environment, playing together very well as they plan and agree storylines in small world games.

The childminder is currently reviewing observation and assessment systems to ensure they inform her co-childminder's planning to identify the next steps for children. Babies and young children relish opportunities, giggling with delight as they examine natural materials in treasure baskets and push buttons on cause and effect toys. All children demonstrate very good self-esteem due to the high levels of support and encouragement they receive, enjoying numerous opportunities to work at their own pace, make decisions and extend their knowledge. Children's behaviour is good, as they share, take turns and follow agreed and understood house rules, as they have established warm, caring and purposeful relationships with their childminders. High levels of praise and encouragement ensures that children become confident and secure individuals. Effectively implemented care plans for babies enable them to settle well into new routines and surroundings. They are very content as they watch older children play, chuckling as they roll over and undertake tactile experiences as they play with the baby gym. The childminder is proactive in supporting children to learn new vocabulary and introduce ideas and suggestions to enhance their play.

Excellent use of photographs reminds children of fun activities they have taken part in, provide discussion topics about their friends and share home events. Children's natural creativity is well fostered as they paint, model play dough and enjoy exploring textures to make collages. They show good dexterity as they use pencils, cutters and feed themselves at snack and meal times. Children are curious as they explore the home both indoors and outside, pedalling bicycles, pushing sit and ride cars, and chattering to the family's chickens. They have very good imagination as they make up stories about the zoo as the play with small world animals, negotiating role between themselves. Children relish opportunities to

explore and climb on large apparatus both in the home or on outings to the park. They show increasing curiosity in the world around them as they chatter about the birds and wildlife they see in the garden. Children discover and build on their problem solving skills as they fit together pieces of dough to make animals and sort shapes to post through boxes. Children sit together to enjoy healthy, nutritious meals and snacks, developing good social skills as they chat, and point out what they like to eat. They demonstrate a secure understanding of good hygiene practice, as they follow good role models set by the childminders and each other. They know to wash their hands to remove germs and put on coats to play outdoors as it is cold. Children learn how to keep safe as part of daily routines and on outings. They talk about crossing the road with care and sitting down on the bus before it drives off.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
--	-----