

Inspection report for early years provision

Unique reference number	EY362210
Inspection date	15/02/2011
Inspector	Melanie Arnold
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.

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 was registered in 2007. She lives with her partner and two children in Dinnington, Sheffield. The whole ground floor is used for childminding, where toilet facilities are available for use. The premises are accessible and there is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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.

The childminder effectively promotes the inclusion of all children through valuing and respect each child's background and beliefs. Children enjoy engaging in purposeful learning experiences, which results in them making good progress towards the six areas of learning. Mainly effective policies and procedures are in place and used to safeguard children and promote their welfare. The childminder works in partnership with parents and carers, and plans to further develop the link with other providers to fully promote children's continuity of care and learning. She has improved outcomes for children by working on the recommendations raised at the previous inspection and uses an effective system of self-evaluation to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure awareness of responsibilities under food hygiene legislation, including registration with the relevant Local Authority Environmental Health Department
- develop further the range of information exchanged with other providers where the care of children is shared to fully promote effective continuity and progression for these children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a welcoming home, where space and resources are organised effectively to meet their needs. The childminder maintains children's safety through her good procedures. For example, the home and garden are securely maintained and the childminder uses a robust system of self-evaluation to

identify and minimise potential hazards. Children are constantly supervised, with the childminder remaining in sole charge of them at all times. Her good knowledge of child protection and a comprehensive policy and information on local safeguarding procedures further protect children from potential harm. The childminder promotes inclusion, valuing each child in line with their individual needs. Activities and experiences are continually adapted to ensure the participation of all children.

Effective partnership working in the wider context promotes an integrated approach to children's care and learning. Clear information is gathered and exchanged with parents and carers from the outset. This enables the childminder to tailor her care accordingly to meet children's specific needs. Parents are kept well-informed about their children's care, learning and development through verbal and written exchanges of information. The childminder also promotes children's continuity of care by liaising with other settings and she plans to further enhance these links by developing the range of information shared with each provider.

All required records, documents and policies are accurately maintained and effectively implemented for the safe and efficient management of the Early Years Foundation Stage. The childminder is committed to the ongoing development of her provision, working on the recommendations raised at the previous inspection to enhance children's care. For example, the childminder increased her range of toys and resources to ensure children's differing abilities are fully catered for. The childminder uses an effective system of self-evaluation to monitor her practice and procedures in all areas. This has resulted in the clear identification of realistic and achievable targets for further development.

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

Children are happy, confident and settled in the childminder's care. Their good health is promoted through the childminder's effective procedures. For example, the childminder maintains a current first aid certificate to protect children's well-being and, through her clear exclusion policy, the risk of cross-infection is minimised. Children benefit from nutritious meals and snacks which meet their dietary requirements. However, the childminder has yet to fully ensure she is aware of all food hygiene requirements, including registration with the Local Authority Environmental Health Department. Children's safety is protected through the vigilance of the childminder and the implementation of her clear policies. Children are actively encouraged to learn to keep themselves healthy and safe. For example, children learn to evacuate the home quickly during regular fire drills, their awareness of road safety is promoted during walks and they learn about healthy eating through discussions. Children relate well to their peers, playing cooperatively together. They develop good social skills and learn to value differences and diversity through their play, activities and discussions. Children's good behaviour is promoted through the childminder's positive approach.

Children make good progress in their learning and development as they freely access a good range of developmentally appropriate toys and resources. Individual

planning, observation and assessments systems effectively support children's learning in all areas. Children engage in a wide range of purposeful learning experiences delivered through indoor and outdoor play. For example, during walks through the woods, children discuss the different sizes of sticks and they have fun shouting and listening to the echo of their voices. Regular opportunities to play in the garden enable children to develop their physical skills. Children show skill as they complete games on the computer which promote their awareness of number. Regular opportunities to count are incorporated into everyday play experiences. For example, during colouring activities, children are encouraged to count the pens. Children enjoy listening to stories, with the childminder using puppets to maintain their interest. Children learn to hold their pencil correctly as they write and form some recognisable letters. The childminder engages in play with children, developing their social and communication skills. For example, when playing a game of dominoes, children are encouraged to identify and name the different colours of each domino and they also learn to take turns as they play the game.

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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