

Inspection report for early years provision

Unique reference number	EY369126
Inspection date	27/04/2009
Inspector	Geneen Yvonne Hulse-Brown
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 registered in March 2008. She lives with family in a three storey property on the outskirts of Rotherham. Local schools, shops and parks are within walking distance. The childminder has two children aged four months and five years.

Children have access to all ground and first floor rooms including the kitchen, lounge and playroom, toilet and hand washing facilities are on the ground and first floor. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via a small step to the front door. The family have a dog.

The childminder is registered for the care of four children under the age of eight years and is presently caring for three children in the early years age group. The childminder is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register. She meets regularly with fellow childminders and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder plans wide range of stimulating and challenging activities appropriate to their individual needs. Her secure knowledge of the children enables her to provide a varied range of opportunities to extend their independence and introduce them to new experiences. Sound relationships with parents and carers to aid continuity of care are being forged. The childminder takes some positive steps to safeguard children, although she does not have a system in place to record and review risk assessments. She is starting to assess her working practise and identify areas to develop, however, she does not have a method in place to support continued reflection.

What steps need to be taken to improve provision further?

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

- continue to develop planning, observations and assessment systems to identify next steps
- continue to provide parents with regular opportunities to add to children's records
- develop ways to reflect on practice to improve the outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are conducted and reviewed regularly (Safeguarding and promoting children's welfare) 15/05/2009
- ensure that Ofsted are informed of any significant 15/05/2009

events. (Suitable people)

The leadership and management of the early years provision

The childminder demonstrates a secure understanding of the Early Years Foundation Stage framework (EYFS) using it to plan interesting activities for minded children. All systems for planning, assessment and observation are in their infancy and therefore do not clearly identify the next steps in the learning process. The childminder has started to develop her knowledge and understanding to support her work, although evaluation of the service provided is not robust. A comprehensive set of policies and procedures are in place, which the childminder shares with parents. Since registration, the childminder has had a daughter, although she did not inform Ofsted of the significant change to the household, which is a requirement.

Parents and carers are establishing positive relationships with the childminder and she has started to produce clear systems to inform them of their children's progress and achievements including open channels of communication. The childminder has begun to collect photographs recording children enjoying a range of experiences to support their assessment records. Opportunities for parents to add to their children's records are not yet in place. Children do attend other provisions, therefore, links with other providers are not yet established to show how they will complement each other to support children's all-round development. The childminder has developed a support system as she meets regularly with other childminders.

The childminder has a secure understanding of her role and responsibilities for keeping children safe, as she follows agreed processes. Visual daily checks ensure the home is safe, however, there are no systems in place to record and review risk assessments, which is a requirement. She holds a valid first aid certificate and role models good health and hygiene practice.

The quality and standards of the early years provision

Children are well settled, happy and relaxed, as they explore a broad range of activities in a stimulating environment. They make satisfactory progress towards the early learning goals for all areas of learning. Children make active choices of what to do as they access freely available quality resources. They extend their imagination and creativity, as they act out roles when playing with small world figures and dinosaurs. Children concentrate for long periods as they fit small pieces together to make boats and build models, developing their dexterity. The childminder introduces new vocabulary as she reads stories and talks about the weather with them. Children explore early problem solving as they enjoy playing with sorting boxes and cause and effect toys. They enjoy warm, caring relationships with their childminder, as she offers cuddles and reassurance as they play together, sitting with them supporting them to try new skills and extend their learning.

The childminder has produced clear activity plans based on all areas of learning to support children's learning and development. Children enjoy colouring pictures as they explore colour and develop mark-making skills. They are confident in their surroundings, building their physical skills as they move around the home indoors and outdoors. Children learn to climb the stairs with increasing skill as the childminder supports them to keep themselves safe and understand safe practice. They enthusiastically recall outings to investigate their environment and talk about playing on the swings in the park. Children develop positive self-esteem as they receive consistent praise and encouragement, following agreed house rules.

The childminder follows agreed routines that the children know and understand. She uses pictures and posters to introduce children to healthy eating and safe practice, such as when using the bathroom. Children enjoy healthy snacks sitting together at small tables developing their social skills. Effective use of topics and regular outdoor time ensures the successful promotion of children's health and well-being. Fresh drinks are freely available as children help themselves to their own cups when thirsty. Children learn to share and take turns, which in turn contributes to them developing appropriate behaviours and respect for each other.

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?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8). 15/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure risk assessments are conducted and reviewed regularly (Safeguarding and promoting children's welfare) 15/05/2009
- ensure that Ofsted are informed of any significant events. (Suitable people) 15/05/2009