

Inspection report for early years provision

Unique reference number	EY369164
Inspection date	17/11/2008
Inspector	Jill Lee
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2008. She lives with her husband and two children, aged 10 and 7 years, in Rotherham. The home is accessed by one step. The downstairs of the home, the playroom and one bedroom on the first floor are used for childminding activities. Children have access to a fully enclosed garden for outdoor play.

The childminder is registered to care for five children under eight years. She offers care on a full time basis, including after school and school holiday care. She is currently caring for five children. She is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and is also on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder builds very positive relationships with children and has a secure knowledge of their needs. She provides a welcoming environment where children develop self-esteem, although she is not fully confident in her understanding of promoting inclusion. Children are able to select some resources independently and planned activities reflect their interests, so that they have fun and make sound progress. The childminder liaises closely with parents and makes sensitive observations of children as they play, but information about starting points and links with planning next steps in learning are not yet well established. The childminder shows a high level of commitment to her own professional development, but does not clearly link evaluation of her practice to how effectively she promotes the outcomes for children. There are mostly effective systems in place to safeguard children's welfare.

What steps need to be taken to improve provision further?

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

- extend the planning for safe evacuation, to include use of the playroom and bedroom on the first floor of the home, and practise the plan with children
- continue to develop the use of observations to plan next steps in children's learning and increase challenge in the daily environment, considering further ways to involve parents in this process
- reflect more actively on everyday practice and increase understanding of ways to promote inclusion, to improve the outcomes for children.

The leadership and management of the early years provision

Children are cared for in a safe and secure environment. The childminder has a sound understanding of her responsibility to safeguard children. Risk assessments cover all areas and are mostly appropriate to ensure that children remain safe, both in the home and on outings. The childminder actively involves children in promoting a safe environment, so that they begin to take responsibility for their own safety. However, the written evacuation plan does not clearly take into account children's use of rooms on the first floor and the fire drill has not been practised with children. Required records, policies and procedures are in place and mostly implemented effectively to promote children's welfare, although the procedure to obtain consent for administration of occasional medication lacks clarity and the contact details for Ofsted are not clearly included in the complaints procedure.

The childminder communicates effectively with parents, either verbally and by means of a daily diary, so that they are kept fully informed about their child's welfare and progress. Parents share detailed information about their child's individual needs and the childminder talks with children about their home and family, which helps them to feel that they are valued and included. She has obtained only limited information about 'starting points', but is developing a more detailed proforma to help increase her knowledge and enhance planning for their progress.

The childminder links sensitively with other settings to ensure continuity in children's care and learning. For example, she has observed a child whilst playing at the nursery and shared her observations with staff. She plans to include both parents' observations and those of other professionals on each child's 'possible lines of direction' planning sheet, but these documents, together with children's development folders, are still in their infancy.

The childminder has made significant efforts to introduce the learning and development requirements of the Early Years framework into her practice. She ably identifies areas where she feels in need of additional training and support, for example, in using observations to plan next steps and to support children with additional needs. She also recognises that she could do more to promote inclusion and raise children's awareness of diversity. She shows a high level of commitment to accessing relevant training opportunities to support her own development needs. She has not yet, however, developed systems to reflect systematically on her practice to evaluate how effectively she is promoting the outcomes for children. This reduces her capacity to build on strengths and address any areas for further improvement.

The quality and standards of the early years provision

The childminder is sensitive to children's individual needs, so that they have a real sense of security and belonging. Children behave well, because the childminder gives meaningful praise and sensitively acknowledges their achievements. They

develop good levels of self-esteem and are happy and settled in her care. Simple house rules are discussed with children and displayed for them to see. These are reinforced consistently in everyday routines, so that children clearly understand expected behaviour, like helping to tidy away toys and not climbing on the furniture. The childminder encourages children to be caring and considerate towards others. She has a very positive and consistent approach, which promotes children's ability to begin to manage their own behaviour.

The childminder finds out about children's interests and interacts with them well as they play, developing their language and social skills. Activities in the daily play environment clearly reflect children's interests and support all areas of their development. Children freely select resources from what is available and ask if they want others. The childminder is looking at ways to enable children to request additional resources by making a pictorial resources book. Creative and exploratory activities are routinely planned, for example children enjoy play dough, design leaf collage pictures and make a papier mache 'Humpty Dumpty'. However, these activities are mainly adult-led, as children cannot access creative resources independently. This limits their opportunity for independent problem solving activity, free creativity and 'messy' exploration.

The childminder has begun to make simple, written observations of what children do and enjoy, asking parents to contribute relevant information. She has begun to produce development folders, which also include photographs to reflect the range of children's experiences. As yet, links between these observations and planning of activities are not firmly established and the childminder is working on ways to establish more effective use of the Early Years framework 'development matters'. She recognises the need to increase her understanding of the development phases in planning, to challenge children and extend their opportunities for independent learning.

Children love being with the childminder and enjoy a wide variety of activities. They love reading stories, becoming engrossed and contributing their own experiences. They develop high levels of concentration as they do jigsaws and make up imaginary games in their role play. The childminder stimulates interest in letter sounds, as they read the 'Alphabet people' stories together. Children name and count the animals in the story and think about shape and size as they complete the jigsaw. They solve problems, as they work out how to build up the train track. They learn about their local community, as they walk to and from school, visit the park and enjoy nature walks. They love collecting leaves and sliding up and down muddy slopes in the woods.

The childminder uses everyday conversations to help children understand the importance of outdoor activity, exercise and fresh air for good health. She uses everyday routines to prompt conversations about healthy eating and self-care, although she has not shared her approach to 'being healthy' with parents. Children begin to understand about keeping themselves safe, for example, as they think about why they should not climb on furniture and helpfully tidy toys away before getting others out. They talk about road safety during their walk to and from school each day and think about safe practices as they use the large play

equipment in the park, so that their awareness of keeping themselves safe is raised well.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.