

Inspection report for early years provision

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Inspection date	02/09/2009
Inspector	Angela Howard
Type of setting	Childminder

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

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2008. She lives with husband and two children in Aughton, a village in the borough of Rotherham. The whole of the ground floor of the property is used for childminding. The premises are accessible for people with limited mobility. Care is offered Monday to Friday all year round. There is a fully enclosed outdoor play area. The family have two guinea pigs. The childminder is registered to care for a maximum of five children at any one time and is currently minding three child under five years. She is also registered to offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's sense of belonging is fostered well through the warm, welcoming and homely atmosphere. The childminder makes sure that the learning environment and resources are available to all children, which promotes inclusive practice, independence and challenge. Children enjoy their time at the setting are making satisfactory progress and have developed warm and caring relationships with the childminder. Self-evaluation of the setting is superficial but overall, the childminder demonstrates the capacity to improve and is beginning to use self-evaluation to secure improvement. Good partnerships and engagement with parents ensure children's individual needs are successfully met.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice
- support children to develop a positive sense of their own identity through play to develop a positive self image
- continue to develop the observation and assessment system to include the child's next steps in learning to provide personalised learning, development and support
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role and responsibility with regards to safeguarding children. She ensures that her practice is underpinned by up-to-date knowledge of the signs and symptoms of abuse and

the correct procedures to follow, should she have any concerns about a child's welfare. The childminder has robust systems in place to ensure people who have regular contact with children are suitable to do so. All visitors to the setting are asked to record personal details including the purpose of their visit.

The childminder has begun to develop a system for self-evaluation but this is very much in its infancy. She is focused on raising the level of quality of her service but has yet to develop the system to rigorously monitor and evaluate her practice. Her knowledge of the Early Years Foundation Stage guidance is beginning to emerge which enables her to make sure children are making satisfactory progress in their learning and that their welfare needs are met appropriately. The commitment she has towards training is good. For example, she has recently attended Foundation Stage, child protection, observing children at play, first aid, food safety, introduction to the autistic spectrum and inclusion training. Further training she is enrolled on includes understanding equality, working in partnership and letters and sounds. Showing she has a clear vision of her training needs.

The environment is very child friendly and space is used well, which enables children to explore and take risks while being appropriately supervised. Risk assessments for the premises and any outings are robust. Resources are of very good quality and are easily accessed by all children to encourage participation and allow them some control over their learning. This gives children the confidence to explore and learn in an environment that is like 'a second home'. The range of resources to increase their awareness of diversity helps them to recognise and value similarities and differences. The childminder recognises that parents know their children best and ensures she works very closely with them, to encourage them to be involved in their child's learning and development. Daily diaries are used to ensure a two-way flow of information, which develops a strong link with home and ensures children's individual needs are met continually.

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

Children's welfare, learning and development is promoted appropriately by the well organised and flexible approach of the childminder. She plans the day carefully, ensuring the arrangements are personalised to meet each child's care needs. Children are eager to attend, are settled, feel secure and are confident in the childminder's care. The relationship between the childminder and children is very warm and caring. They show lots of pleasure, smiling, snuggling and constantly inviting the childminder into their play. The childminder acts as a good role model listening attentively and speaking with respect. She uses positive methods to manage behaviour and distracts younger children swiftly. Children are encouraged to show respect for others, however, although children are helped to develop their self esteem little is done to promote a positive sense of their own identity through play. Children are beginning to show satisfactory levels of independence and curiosity. They direct the childminder in their play as they play with the road and cars saying 'you go up the hill I go down the hill'. Children tend to their own personal needs appropriately, asking confidently for a snack, finding their Wellington boots and move indoors and outdoors as they choose. Children

confidently chatter as they play, linking actions to words talking about what they are doing. They recall events from home and remember why the grass is wet and that they may slip on it. A child suggests wearing Wellington boots. Children accurately count 'one, two, three lets go' and release the car on three. They talk about going under the bridge and over the hill. Children are encouraged to count in every day act, for example, when playing in the sand, 'how many castles have you built', in water play counting how many fishes they have caught. As they put together jigsaws they talk about big and little turning the pieces over and talk about the shape of the pieces. When mark making children are beginning to make circular marks and talk about their picture.

Children are making satisfactory progress towards the early learning goals. Observation records and planning documentation is very much in it's infancy but do to show adequately how well children are progressing in personal, social and emotional development, physical development and communications, language and literacy. However, the link between assessments and planning for the six areas of learning is not used sufficiently well together to plan effectively for the children's next stages of development. Children can choose what they want to do independently. They move freely from one activity to another pressing buttons on musical toys, playing with small world figures and looking at books. They respond to music played in the background swaying their bodies and become excited as favourite tunes are played. Therefore, children are developing a good sense of worth through the good quality interaction, care and attention they receive from the childminder. An ethos where children are warmly welcomed and valued as unique is effectively promoted. The children respond eagerly to consistent praise and encouragement and enjoy the reassurance from the caring childminder. Children are beginning to develop an understanding of boundaries, limits and why rules exist. They explore in a safe environment and receive appropriate support when they cannot quite manage to do things for themselves. For example, a child who attempts to climb the climbing frame ladder is offered reassurance and support as he tries to manage it himself. He is soon is successful in gaining the understanding required to keep himself safe but also to climb the ladder developing new physical skills. Children are aware of house rules and understand the reason why they remove shoes, how to respect furniture, toys and people and outdoors why the childminder suggests they do not play on the wet grass. This results in children behaving in ways that are safe for themselves and others.

Children are encouraged to be active and understand the benefits of physical activity. For example, daily and freely they access outdoors, balancing, crawling, climbing and using their coordination skills to kick, catch and throw balls. However, although the outdoor play area offers children the freedom to explore, use their senses and be physically active it is not sufficiently well planned to give them opportunities to explore the six areas of learning in different ways from indoors. Children make healthy choices about what they eat and drink, at snack time they ask for toast, raisins and a drink of milk. This is further supported by the healthy meals offered at lunch time. Children are developing satisfactory skills for the future by showing interest in books, counting as they play and are beginning to learn about their community as they visit groups, go for walks and visit the park or shops.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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:	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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