

Inspection report for early years provision

Unique reference number	EY387104
Inspection date	28/07/2009
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 January 2009. She lives with family in a terraced property in Sheffield. Local schools, shops and parks are within walking distance. The childminder has a son aged six years old.

Children have access to all downstairs rooms including the kitchen, lounge and dining room, upstairs access is to the bathroom and one bedroom. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via a small step to the side door.

The childminder is registered for the care of five children under the age of eight years old, and is presently caring for two children in the early years age group. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in a well-organised environment where they can make independent choices and make steady progress. The childminder has systems in place to observe what children do and plan the next steps, although they are in the earliest stages of development. Children are welcomed into the setting ensuring they are happy, settle well, with structures in place to promote their welfare and cater for their individual needs. Sound relationships with parents and carers are developing to aid continuity of care. The childminder has identified areas for development, however, she has not started to assess her working practice or 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:

- monitor effectiveness of planning, assessment and observation systems to ensure they meet the needs of individual children
- develop ways to reflect on practice to improve the outcomes for children.

The leadership and management of the early years provision

The childminder demonstrates a secure understanding of the Early Years Foundation Stage framework. She is starting to use it to plan enjoyable activities for minded children based on their individual interests and ages. All systems for planning, assessment and observation are in their infancy, and it is too early to see how they will effectively monitor and plan for children's next steps in the learning process. The childminder has accessed a range of training to support her work and develop her knowledge of Early Years Foundation Stage and safeguarding

procedures. She demonstrates a sound understanding the signs and symptoms of abuse and neglect, and can clearly explain what she would do if she had concerns about a child in her care. Ongoing reflection of the service provided is not robust, as the childminder has not fully engaged with the self-evaluation process.

Positive relations are developing with parents and carers as the childminder has produced comprehensive records to chart children's progress and achievements. She recognises that clear channels of communication support effective information sharing, and is working closely with families to settle children into their new surroundings. The childminder has begun to take photographs of children at play, and had identified that she will continue to develop this to support children's attainment records. Links with other providers are yet not established.

Children are cared for in a safe and secure environment, as the childminder completes comprehensive risk assessments for the premises and on outings. The childminder demonstrates a sound understanding of local safeguarding procedures and a secure knowledge of her role and responsibilities in keeping children safe. A broad range of comprehensive policies and procedures are in place, which the childminder effectively shares with parents. The home is well maintained, ensuring children are safe and protected from infection. Resources are easily accessible around the home allowing children to make independent choices. Children extend their confidence as they move freely around the home, exploring their surroundings both indoors and outside.

The quality and standards of the early years provision

Children settle well are happy and relaxed, as they explore a broad range of activities in an interesting and stimulating environment. They make satisfactory progress towards the early learning goals for all areas of learning. Children enjoy many opportunities to make choices as they play with their childminder at floor level. A wide variety of quality resources are freely available to the children, and they benefit from appropriate adult support to extend their games and develop new skills. Babies giggle with delight as they attempt to push buttons on 'cause and effect' toys, looking to the childminder for encouragement and support. They are discovering early problem solving skills as they fit pieces into jigsaws and post shapes into boxes. Children receive hugs and cuddles as they enjoy warm, caring relationships with their childminder. She sensitively offers reassurance as children weigh up visitors to the home.

Children are confident in their environment as they build their physical skills. Babies receive good support to try to stand up and start to roll over in safety. They use fine motor skills to pick up smaller items as they play with rattles, skittles and balls. The childminder constantly chatters to children introducing them to new vocabulary as part of everyday tasks, carefully explaining what she is doing as they play together. Older children enjoy visits to the park and further afield as they develop their understanding of the wider world. They enjoy exploring large equipment in the park, visiting the café and seeing the animals at the Rare Breeds centre. Planning, observation and assessment systems are in place; however, they are in their infancy as the childminder is concentrating on getting to know the

children as she settles them in to their new environment. Children receive consistent levels of praise and encouragement to develop appropriate behaviours and learn to respect each other.

The childminder follows agreed routines that the children know and understand. She uses pictures and posters to introduce children to healthy eating, house rules and safe practice. Food preparation areas are clean and tidy and children enjoy healthy meals and snacks. The childminder follows children's home routines where possible with regard to feeding and personal care as agreed with parents at the beginning of placements. Regular outdoor time and planned topics supports the successful promotion of children's health and well-being. Children are starting to learn how to manage their own safety as the childminder role models appropriate practice. Secure fire safety precautions are in place, including a clear system for evacuation, which the childminder plans to practise regularly with the children when they are old enough to understand.

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:	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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