

Inspection report for early years provision

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Inspection date	20/02/2012
Inspector	Karen Byfleet
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged 10 and six years, in the Harthill area of Sheffield. There are schools, shops, parks and public transport links in the local area. The whole of the childminder's house is used for childminding purposes. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than three of whom, may be in the early years age range. There is currently one child on roll and they are in the early years age group. There were no children present during the inspection. The childminder is registered to work with an assistant.

The childminder takes and collects children from local schools and nurseries. There are several toddler groups in the area, which the childminder also visits. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has implemented highly effective procedures, which she uses to monitor children's progress in their learning and development. Partnerships with parents are well established, to ensure children's welfare needs are consistently met and all relevant information is shared regularly. Partnerships with other providers where children attend, is good. All the required documentation is in place, which ensures children are well safeguarded. The childminder has evaluated her provision to ensure good provision is maintained. However, the views, ideas and suggestions of children and parents, have not been implemented into her self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the practice to ensure children are able to participate in games and activities which enable them to develop an understanding of the effects exercise has on their bodies
- develop further the self-evaluation process and include the views of parents and children.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge of safeguarding procedures, which ensures children are well protected. She has devised and implemented a detailed written safeguarding policy and she actively shares this with parents, to ensure they are fully aware of her role and responsibilities around safeguarding. She has included within the policy, a procedure to be followed if any allegations are made against herself or her assistant and she has a clear understanding of how to liaise with appropriate agencies. All of the required documentation is in place, for example, she obtains prior written permission from parents for the administration of medication and accident records are well maintained. Detailed risk assessments, which ensures she is able to provide a very safe environment for all children, are carried out and reviewed regularly. A self-evaluation process has been devised, which enables the childminder to monitor her practice. However, she has not yet included the views and ideas of parents or children, to enable her to enhance her provision further. Parents are encouraged to share information about their children when they start attending and the childminder completes information sheets with them about the child's likes, dislikes and what their child can do. This information enables the childminder to form baseline assessments of children's development, which enables her to plan effective activities that strengthen what they already know and can do. The childminder has developed effective partnerships with the local school where children attend and the information shared is embedded to ensure further enhancement of children's welfare, learning and development.

Resources are used very effectively throughout the provision. The childminder has a good range of age appropriate activities for all ages and abilities of children. She constantly rotates these to ensure children do not become bored and to enable their good progress through the six areas of learning, to continue. The use of the premises and the enclosed rear garden, is good. Children have daily access to the outdoor play environments, as they use the rear garden and the local community. A dedicated indoor playroom is well resourced and all toys, games and equipment, is easily accessible to all children. Through the well planned and varied activities, the childminder actively promotes equality and diversity which enables children to enhance their learning of the wider world and their understanding of different cultures and religions.

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

Observations made during the inspection of documents, show how children are making good progress in their learning and development. Children's health and welfare are promoted very well. They are provided with healthy balanced foods, such as, fresh fruits, meat and vegetables, for snacks and meals. Drinks are regularly available to all children throughout the day. Children sometimes help prepare meals and undertake cooking activities, to promote healthy eating. For example, a child-sized table and recipe cards with pictures and words for the children to follow instructions. This is exemplified through the participation of

children in a planned activity to help make pancakes for tea after school. The childminder encourages children to be independent in their personal hygiene. Pictorial reminders for hand washing routines, are clearly displayed in the bathroom and individual hand towels help prevent the spread of infection. Children's understanding of healthy lifestyles and the effects of exercise on their bodies however, is not as effectively promoted.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and the six areas of learning. Children's interests and the next steps in their learning are clearly identified. Previous observations form the childminder's effective planning process, to ensure that the activities she provides are fully effective in helping children to make good progress in their learning and development. She regularly undertakes observations of the children during their play and links these very well to the areas of learning. Regular, emergency evacuation drills are carried out, which enhance children's awareness of how to stay safe in an emergency. The premises are safe and secure, which ensures children are unable to leave unattended.

Children enjoy regular outings and visits to places within the local community. They regularly visit the local parks and are able to access a range of climbing and balancing equipment, both at the park and within the enclosed rear garden. Children have continuous access to activities and toys, which encourage and develop skills in all areas. For example, they explore various mediums in messy play activities, role play, sorting and matching, jigsaws, small world and physical toys. The childminder adapts all activities to ensure all children are able to participate, ensuring all children have equal access and that the provision is fully inclusive.

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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