

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Lisa Taylor
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 two children aged four and six years, on the outskirts of Sheffield. Most of the childminder's home is used for childminding, including a bedroom and bathroom on the first floor. There is provision for outside play in the back garden.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to provide care for no more than four children under eight years. The childminder provides care throughout the year on weekdays from 7.30am until 6.30pm.

She currently receives support from the local authority and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are nurtured and very well cared for within the childminder's calm and welcoming home. Every child's individual needs are well catered for because the childminder has strong relationships with them and their families. A wide range of engaging and stimulating activities and experiences are provided, which ensure the children are happy and enjoy their play and learning. Overall, they progress well and parents are generally involved in their children's learning and development. The childminder is enthusiastic and committed to continually improving outcomes for the children. She evaluates her own practice in order to provide the best possible care and experiences.

What steps need to be taken to improve provision further?

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

- ensure that identified next steps in the children's development are used to inform future plans
- ensure parents are given the opportunity to review their children's progress regularly so they can contribute further to their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder understands her role and responsibilities with regards to child protection, which is supported by recent training. She keeps a record of visitors to her home and is vigilant at all times regarding their safety. Children are well supervised as they play and the

childminder checks her home on a daily basis to ensure safety is maintained and hazards are kept to a minimum. Written risk assessments of her home and of the many outings she takes the children on are thorough and clearly implemented.

The childminder effectively organises her time and resources to ensure children's individual learning and development needs are met to a high standard. She provides a warm and caring environment for children, which is filled with stimulating and engaging resources to facilitate learning. Children are very relaxed and happy with the childminder and make regular use of her skilful interactions as they all engage in play and conversations together. All children have equal opportunity to access a range of age appropriate toys, some of which are labelled, which promotes independence. The childminder values and respects each child and listens carefully as they express their needs and feelings. She demonstrates a good understanding of how to support children in furthering their knowledge and skills.

The childminder understands the importance of working in partnerships with parents and others involved in children's care and education. Parents are kept well informed about their children through daily discussions and they contribute to questionnaires to help the childminder evaluate her own practice. Parents are very happy with the service the childminder provides, although, they have limited opportunities to contribute to their children's learning and development. The childminder is part of a childminding network who she gains advice and support from. She maintains detailed documentation, including a range of policies to support all areas of her practice which ensures the children are kept safe and receive a high level of care. She is a reflective practitioner and has completed a self-evaluation of her practice, which enables her to continually improve her service and identify training needs.

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

Children have a happy and worthwhile time with the childminder. They relax and enjoy the exciting and interesting activities on offer. They make good progress in their learning and development and the childminder uses opportunities as they arise during play, to extend and further children's knowledge and skills. Detailed development records are maintained with clear links to the Early Years Foundation Stage. Next steps in children's learning are identified but not yet clearly linked to future plans, which restricts the flow of the planning cycle.

Children are highly motivated to learn and engage in play with their peers, moving from one toy or activity to another as they follow their own interests. They use their imaginations well as they discuss the features of dinosaurs and noises they might make. The childminder helps foster children's interest in literature as she regularly reads to them from a selection of age appropriate books and stories. They develop an awareness of print carrying meaning through sharing books and by seeing key labels on resources which help reinforce the links between the written word and real objects. They develop an understanding of number and shape through a range of toys, games, puzzles and through the childminder's skilful, appropriate interactions. Children are developing an excellent awareness of

the world around them through the many visits the childminder provides.

The childminder treats all children with equal concern and ensures they are all included in activities. They develop and reinforce their fine motor skills as they use different mark making tools, scissors, peg boards and pasta jewellery threading. They manipulate playdough and develop language as they discuss rolling, squashing and mixing it. Children explore the small world toys, such as, the farm and their interest is further extended by the addition of water into the farm pond, providing further discussion with the childminder about different animals. Children discuss temperature as they role play with their polar bears in the igloo, with a range of blankets to 'keep warm.' This promotes their creative development very well. Children have very good relationships with the childminder and turn to her readily for support showing that they feel safe and secure in her care. Children's behaviour is exemplary and they demonstrate good manners as they respond politely to the childminder and engage in meaningful conversations.

Children confidently and independently choose what they would like to do, which reduces feelings of frustration. Children have good opportunities to develop their future skills through the balance of adult-led and child-initiated play. They develop a good awareness of healthy lifestyles through regular exercise and a nutritious diet, which is firmly embedded into the daily routines. They plant onions at the childminder's allotment, which further develops their understanding of planting and growing healthy food. Opportunities for outdoor play and exploration are well planned, ensuring children value the importance of daily exercise. Children manage their own hygiene extremely well with encouragement from the childminder. Children play safely within the home and learn how to keep themselves safe outdoors through conversations with the childminder who gently explains to them, for example, how to walk safely when on outings and how to get on and off the bus safely.

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	1
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