

Inspection report for early years provision

Unique reference number	EY317406
Inspection date	04/03/2009
Inspector	Hilary Mary Mckenning

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and two children in Cudworth, near Barnsley. The whole of the premises is used for childminding. There is a fully enclosed garden for outside play. There is easy access to the premises. The family has two guinea pigs and a dog.

The childminder is registered to care for a maximum of five children under eight years old, of whom no more than three may be in the early years age range when working alone. When an assistant is present then a maximum of nine children under eight years old, of whom no more than six may be in the early years age range may be present at any one time. Currently there are eight children attending, of whom three are in the early years age range. The childminder walks to take and collect children from the local school. She meets regularly with local childminders.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's progress is sound and they thoroughly enjoy their time at the setting because the childminder knows how to engage their interests and ensures activities are achievable relative to their starting points and capabilities. The childminder uses observations and assessments to inform planning and is currently in the process of implementing this with all the children. The childminder is keen to ensure all children are included and recognises the uniqueness of each child supporting them and helping them to understand the needs of others' and to become firm friends with each other. The good quality relationships give children a strong sense of belonging. The childminder is determined to enhance her provision.

What steps need to be taken to improve provision further?

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

- further develop observational assessments to ensure individual children's needs continue to be met
- further develop links with other providers to ensure that children's learning is consistent and supports their progress towards the early learning goals

The leadership and management of the early years provision

Records and procedures are used effectively to promote children's welfare, learning and development. The children are at the heart of all that happens at the

setting because the childminder focuses on the needs of each child. She promotes an environment where everyone is welcomed and responded to sensitively to make them feel accepted. The constant positive interaction helps children to thrive in their learning and enables them to feel secure. The childminder helps children to understand how to keep themselves safe, be healthy and maintain their own personal care very well. The childminder's knowledge about safeguarding children is good. She is clear about her roles and responsibilities including working with other agencies to safeguard children.

The childminder works closely with parents and encourages children to have a positive identity of themselves by exploring their background and helping them to understand that we are all different but have many similarities. She encourages the children to explore festivals from around the world, as well as local customs and traditions. Photographs and displays show children having a delightful time all very immersed in the activities around Valentines Day.

Parents receive information in the form of policies, procedures and regular newsletters. They routinely complete questionnaires to ensure the service they receive continues to meet their needs. Parents state they are very happy, children are very happy and they do not want the childminder to change. She has a clear sense of direction. She uses this feedback from parents and the information gained from observations of the children to reflect and improve her practice.

The quality and standards of the early years provision

Very clear and effective steps are taken to ensure children remain safe while still allowing them the freedom to discover and learn safely. The childminder is skilful at helping children to learn how to keep themselves safe. Indoors they do not run around or climb on furniture and they pick up toys and put them away when they have finished playing with them. Children's good health is well promoted by the childminder taking a number of positive steps to encourage healthy eating and to prevent cross infection. The children access a wide range of physical play on a daily basis. They regularly visit the local park to practise their physical skills and are routinely outdoors in all weathers playing in the snow and exploring the garden.

The childminder has a good knowledge of children's stages of development and of the Early Year's Foundation Stage. She is beginning to record each child's learning journey. At the start of placement she records children's starting points and identifies their next steps and actively uses this information to set achievable targets tailored to each child's individual learning needs. The children enjoy their learning, are making good progress and are developing skills to learn how to share, take turns and to live in the world around them. For example, she takes advantage of everyday opportunities and interests such as when children ask about the moon and the stars and asks why they shine. Children are developing good skills, are eager to explore and are inquisitive. They ask questions which develop into topics. A wide range of structured activities are offered like art and crafts, music and singing. The childminder also maximises the opportunities for informal learning through everyday experiences. She initiates discussions about

recycling as they watch the collection of glass and paper to encourage and extend the child's learning.

The childminder has started to make written observations of what some children do and enjoy. These supplement the verbal information that is shared with parents on a regular basis. These observations identify the next steps in children's learning. The childminder demonstrates an enthusiastic approach to sharing these with other providers. This is not yet fully implemented.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met