

Inspection report for early years provision

Unique reference number	EY318621
Inspection date	01/06/2009
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 2006. She lives with her family in Mapplewell, near Barnsley. Children access the whole of the ground floor, along with bathroom facilities. The premises are easily accessible via a level pathway. There is a secure garden available for outside play. Care is offered Monday to Friday, throughout the year. The family has a dog.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for four children on a part time basis. Of these, two children are in the Early Years age group. The childminder is a member of the National Childminding Association. 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. The childminder regularly consults with parents about their children's routines and interests in order to meet individual children's needs. However, there is no two-way flow of information with other providers. Most of the required documentation is in place, however, risk assessment do not include when off the premises. Children access a variety of resources and experiences where they can learn about themselves and explore differences. Sensitive observations are carried out, however, these not used to plan for children's learning and development. The childminder has started to evaluate her service and assess her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- further develop planning to include the next steps of children's learning and development
- further develop partnerships with other providers to share relevant information regarding children's learning and development
- ensure risk assessments include when off the premises.

The leadership and management of the early years provision

Children are happy and settled in the setting, which contributes to their well-being. The childminder has an understanding of the Early Years Foundation Stage (EYFS) and is beginning to use her knowledge to provide appropriate care and activities for younger children. She is beginning to make observations of children's achievements and identify children's next steps in their learning, however, these are not used to plan and promote children's learning and development. There is a system in place for the childminder to monitor and evaluate her service. She demonstrates that she is able to make necessary improvements, as she has

adapted the playing areas so that children can play safely and securely. She has also identified areas of training to support further improvement.

The childminder has a sound understanding of her role in safeguarding children. All required records, policies and procedures are implemented and shared with parents to promote children's welfare. The childminder carries out risk assessments, to ensure the environment is safe and secure. However, these do not include risk assessment for when children are off the premises. Children are introduced to safety and how to keep safe both indoors and went on outings. For example, children discuss how the hold hands when they go for walks. They are encouraged to think about road safety during their walks. The childminder involves children in discussions about fire safety and there is an evacuation procedure in place. Children take part in regular fire drills.

The childminder has a positive relationship with children and their parents and information is shared regularly with parents through the use of a daily diary. Parents are invited to contribute what they know about their child's needs and interests at their initial visit and through questionnaires. This enables the childminder to meet individual needs.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming environment. Their welfare, learning and development is promoted as the childminder plans easily accessible resources to meet individual children's needs. There is sufficient space available for children to move around safely and independently.

Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children. The childminder has an understanding of safeguarding children. She is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care. There have been no complaints and the childminder is aware of the requirements. There are appropriate routines in place that promote good hygiene and protect children's health.

Space is organised appropriately to provide children with easy access to a variety of resources appropriate to their needs and interests. The childminder gets to know children well and spends time playing and talking with them. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy such as the dinosaurs, train track and creative activities. Younger children show delight and giggle as they pretend to go supermarket shopping to buy fruit for snack. Children make a positive contribution and are involved in all areas of play. Children are encouraged to share, be kind and have mutual respect for others. Children explore the immediate environment with interest, building on their natural curiosity and interests as they look for the hidden dinosaurs eggs. Children have regular opportunities to enjoy the outdoors and good use is made of local outdoor facilities.

The childminder has started to make written observations of what some children

do and enjoy which she shares with their parents. Although these observations identify children next steps these are not used in the planning to promote learning opportunities. The childminder is enthusiastic and takes advantage of training opportunities to improve her practice.

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

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