

Inspection report for early years provision

Unique reference number	302708
Inspection date	10/02/2011
Inspector	Angela Howard

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 1994. She lives with her husband in Goldthorpe, on the outskirts of Rotherham and Barnsley, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the early years age range. She also offers care to four children aged over five years to 11 years. This provision is registered by Ofsted 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 and has a National Vocational Qualification in Child Care at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes an ethos where children are warmly welcomed and are treated as individuals. A good range of rich and stimulating opportunities for children to explore and investigate enables them to expand their knowledge and make good progress in their learning. Planning for improvement is effective in enhancing the outcomes for children and the childminder recognises the importance of continuous improvement and the rigour at which it is undertaken is good.

What steps need to be taken to improve provision further?

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

- develop further observations and assessment systems to identify next steps and use rigorously to inform planning
- improve medication consent forms to include the type of medicine and the dosage
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. The childminder is clear about her role and responsibilities, and the correct procedures to follow, should she have any concerns about a child. The robust systems in place to ensure people who have regular contact with children are suitable to do so are fully implemented.

Household members have been vetted to establish their suitability and details of visitors to the home are recorded. Very thorough risk assessments are in place, which are carefully implemented to ensure children are safe and secure at all times. All required policies and procedures are in place and are implemented successfully to ensure children's welfare is effectively safeguarded and promoted. Children's records are well maintained and contain information required for the health and safety of the children. Although, written consent forms only ask for parents' signatures, not the type of medicine, dosage or time it is to be given. The environment is used in an effective manner and resources are of good quality. A wide range of experiences and activities make it a very interesting environment which encourages children to be active learners. Children have a strong sense of belonging and have a strong bond with the childminder, helping them to feel settled and valued. Children access some toys and resources that promote positive images of diversity, using these in everyday play to support children's awareness of other cultures.

Children benefit from the very positive relationship established between the childminder and their parents. They work closely together and share plenty of information, both verbally and in documents, which positively impacts on children's care, welfare, development and learning. The systematic approach to reporting on children's progress ensures parents are fully informed of their child's development. Photographs are used well to share the many and varied experiences enjoyed by children. The childminder has established a sound relationship with others who provide the Early Years Foundation Stage. However, it is not clear how they work together to ensure that the education provided complements the education received at other settings. The childminder has begun to reflect on the quality of her practice and assess what difference she can make to children's outcomes. She is very committed to providing the best support for children and has a clear sense of direction and vision for the future of the setting. All previous actions and recommendations made the last inspection have been successfully completed.

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

Children are making good progress in their learning as they are eager to participate and access a varied range of experiences, which enrich their overall development. Assessment is good and achievements are appropriately recorded. However, identified next steps are not always used rigorously to provide a personalised learning journey. Children learn about and use numbers in their play. They count objects and are beginning to identify quantities and the concept of more or less than. For example, they count the number of horses, camels and hippopotamus and say 'there are more horses than hippos'. Children respond confidently to questions and enjoy chatting with each other as they play. They use their imaginations vividly as they pretend to shop, care for dollies and mend the door with plastic tools. Children's independence and self-esteem are well supported. They are able to express their own ideas and select activities for themselves. The childminder offers encouragement and support when needed and gives lots of praise for achievements. The children learn how to behave well, to share and play together. They are developing their social skills as they share the

microphone and plastic tools. Children demonstrate good levels of creativity, accessing a wide range of painting activities and collage materials. They complete various jigsaws of different complexities and are developing an understanding about shape recognition when they use posting boxes and inset jigsaw trays very competently. Children show curiosity about how things work, operating simple electronic toys such as a compact disc player. Consistent positive interaction enables children to feel safe, to help them thrive and make good progress in their learning. The childminder responds well to the children, getting down to their level to engage them in their play. She interacts well with them, encouraging their language skills. For example, when playing with the animals she repeats recognised words, such as, hippopotamus and giraffe and the children copy her. This helps build on children's confidence in communicating and developing new vocabulary. Very warm, caring relationships are evident and this is reflected as children are relaxed, settled and are confident to explore, make decisions and relate well to others.

Children behave in ways that are safe for themselves and others, and they are developing an understanding of danger and how to keep themselves safe. They learn how to cross the road safely and indoors they know house rules are there to keep them safe. They are beginning to understand that they should not climb, push each other or leave toys all over the floor. The fire drill is routinely practised to help children understand that at times they need to follow instructions. The childminder reinforces the rules needed to promote their safety and children adhere to these, such as, the need to help tidy away toys. Children develop their awareness of healthy eating through the well balanced nutritious range of food offered daily. Children get plenty of rigorous physical exercise. They regularly go for walks in the local environment and play with various toys and equipment in the garden. Children love to dance to music learning about direction, position and following instructions, which also build up language skills. As a result of the positive experiences they are receiving, the children thoroughly enjoy their time with the childminder.

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

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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

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