

Inspection report for early years provision

Unique reference number	319560
Inspection date	29/04/2009
Inspector	Abigail Caroline Cunningham
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1991. She lives with her husband; one adult child and three children aged eight, ten and 13 years in the Chapel Allerton area of Leeds; close to shops, parks, schools and public transport links. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five years. She also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder holds a level three childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children are kept safe at all times and are happy and settled. All the children are included and their individual needs are fully met. The children are making satisfactory progress in their learning and they enjoy practising and developing their physical skills. The childminder has developed some positive links with the parents and the local nursery school and is she is able to demonstrate how she has made gradual improvements to her provision.

What steps need to be taken to improve provision further?

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

- implement systems to ensure that there are no gaps in the children's learning
- ensure observations directly link to the different areas of learning
- further strengthen partnership with parents and other childcare providers, in order to promote coherence and joined up working.

The leadership and management of the early years provision

The childminder recognises the importance of working in partnership with parents to help identify and meet the children's needs. She discusses all aspects of practice with parents during initial meetings and further information is available to view, through the childminders information file, which contains a copy of the childminder's policies and training certificates. The childminder is fully aware of the children's backgrounds, individual needs and abilities. However, she has not shared her most recent policies or the children's development records with parents, therefore, there is room to further strengthen partnership with parents. The childminder has developed some links with other local childcare providers, for example, she regularly attends a local childminding group and she also speaks to

teaching staff on a daily basis and reads all the newsletters which are sent home. However, the childminder has not obtained permission from parents to share information with the nursery staff, she has not viewed the children's assessment records from the other settings they attend or discussed any possible learning enhancements that she can offer. Therefore, there is scope to further promote coherence and joined up working by building better links with other relevant childcare providers.

Self-evaluation takes into account the views of advisors from the local authority and other local childminder's. The childminder is able to identify key priorities for development and can demonstrate how she has made gradual improvements to her provision. For example, in order to improve the children's welfare, learning and development outcomes, the childminder has increased her knowledge and understanding of the Early Years Foundation Stage requirements through attending initial training. She has also read and mostly understood all the related documents and has introduced children's assessment records and updated her policies and procedures accordingly.

Written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted, for example, the childminder has devised a complaint and safeguarding procedure. The childminder has previously completed child protection training and knows the possible signs and symptoms of abuse, the reporting procedure and has local safeguarding contact details readily available. The childminder takes thorough steps to ensure the children's safety both inside and outside her home, for example, written risk assessments are in place and all potential hazards have been minimised. Fire safety is promoted well, for example, smoke detectors are fitted to each level of the house, a fire blanket is sited in the kitchen and regular fire drills are practised with the children.

The quality and standards of the early years provision

The children's development records are beginning to show the children's approach to learning, their achievements, progress and they also show planning for individual next steps in learning. However, they are not clearly linked to the six areas of learning and monitoring systems have not yet been introduced to ensure that there are no gaps in the children's learning. The childminder plans activities around the children's individual needs and interests and the children have developed a positive approach to learning, for example, one young child spent a great deal of time and concentration playing with a shape sorter.

The children independently select and carry out activities and are successfully developing various self-help skills, for example, young children are very independent in feeding themselves. Through effective use of gestures, young children can assert their own needs and preferences, for example, one young child pointed to a banana to let the childminder know that he was hungry. The children have good opportunities to be involved in physical activities, for example, the children enjoy attending movement sessions at a local children's centre.

The childminder has a consistent approach to managing children's behaviour,

which is reflected in her behaviour policy. Children are rewarded for their positive behaviour through the use of positive attention, praise and encouragement. The childminder is a good role model and values the children's choices, as a result, the children are sociable and are well behaved, for example, young children laugh and smile when the childminder talks to them and they cooperate with routines, such as hand washing. The children are developing positive attitudes to others. This is because the children enjoy playing with a broad selection of resources which reflect positive images, such as dolls. They also learn about interesting events, such as Chinese New Year and Easter. The children are developing an adequate understanding of the natural world, for example, the children recently had fun planting sunflower seeds. The children regularly go out for walks in the local community, for example, to the library and farm. They also benefit from having regular opportunities to socialise with children who are from different cultural backgrounds.

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?	2
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?	2

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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