

Inspection report for early years provision

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Inspection date	21/02/2011
Inspector	Sue Riley
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1991. She lives with her adult daughter in the Yeadon area of Leeds, in West Yorkshire. Her eldest daughter works as an assistant with her. There are facilities close by, such as parks, schools and shops. The childminder is registered to care for a maximum of five children at any one time and is currently caring for four children, one of whom is in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She holds a recognised early years qualification.

The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives to the local schools to take and collect children and she attends the local parent and toddler group. The family has two cats. There were no children present at the time of the inspection, however, the childminder's two year old grandson was in her care.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A child-friendly environment is created to ensure children are included and enjoy their time with the childminder. From discussion, the childminder demonstrates that she knows the children very well and values them as individuals. She has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted and the childminder ensures that the children are fully safeguarded. Most documentation is in place and is well organised. The childminder has started to make some use of self-evaluation to identify key strengths and areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy and procedure includes the procedure to be followed in the event of an allegation being made against the childminder or a household member (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 07/03/2011

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

- review the risk assessment to ensure that it covers anything with which a

child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

The childminder has an adequate knowledge of safeguarding issues and does have a basic written statement of the procedures to follow if she has concerns about a child. However, this does not cover a situation where an allegation could be made against herself or another household member. This potentially places children at risk, as parents are not fully aware of her practice. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. The childminder effectively maintains most of her records. Some policies and procedures are in place to ensure the safety and well-being of children. Confidentiality is maintained and documents are kept secure.

Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. However, they do not cover all that the children may come into contact with. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises. The childminder has sufficient resources and equipment in place to meet the needs of all children. These are deployed around the home to ensure children can freely access them, in order to promote their independence.

Partnerships with parents are promoted through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes and cultural and religious requirements. Through discussion, the childminder demonstrates a suitable awareness of promoting equality and diversity. She is able to give some examples of how she includes all children. The childminder exchanges information with parents daily about what the children have been doing and what has been achieved. Partnerships are in place with other settings that the minded children attend so the childminder is able to fully support these children in their care. For example, she ensures information passes smoothly between the parents and school. The childminder demonstrates ambition, vision and drive to develop the provision further. She has started to develop a system of self-evaluation in order for her to demonstrate that she is reflecting on her practice and identifying strengths and areas for development to maintain continuous improvement within her service.

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

Children are making some progress in their learning and development. The childminder demonstrates a suitable knowledge of the welfare requirements to promote children's care. The childminder gathers verbal information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. She is able to describe how children learn

through play, and what activities she provides for them to enable them to develop and extend their learning. For example, the children are encouraged to grow fruit and vegetables. They grow most of them from seeds and tend and care for them until they are ready to eat. Currently the children are learning about the different parts of the United Kingdom.

Children learn about road safety as they go out in the community. The childminder describes how she talks to the children about the dangers, and how this helps to reinforce their understanding of how to keep themselves safe. For example, she talks about the berries on bushes and explains why the children should not touch them. The children also practice the evacuation procedures to help them understand how to keep themselves safe in the event of a fire. Through discussion, the childminder describes how she minimises the risk of cross-infection. For example, by encouraging children to follow appropriate hygiene routines with regard to handwashing and personal hygiene, they use individual towels. The childminder speaks very positively about the children. She demonstrates through discussion how she builds their confidence and self-esteem, through positive praise and by keeping them occupied and busy. The childminder provides healthy meals to help children understand about healthy eating. Drinks are made readily available so children can access their own drink if they become thirsty.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parents makes in writing or be email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 07/03/2011
- take action as specified in the early years section of the report (Arrangements for safeguarding children). 07/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 07/03/2011
- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children). 07/03/2011