

Inspection report for early years provision

Unique reference number	319824
Inspection date	10/11/2008
Inspector	Linda Filewood
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1992 and works on a permanent basis from the home of another registered childminder in West Park, a suburb of Leeds. The dining room is used for childminding with supervised access to the lounge, kitchen and the first floor bathroom. There is a fully enclosed garden available for outside play.

When minding on her own, there are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years old, before and after school. When minding with another childminder, she is registered to care for six children in the Early Years Foundation Stage and four children on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. She is currently co-minding seven children under five years old and six children over five years old, before and after school, all on a part time basis. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder walks and drives to local schools to take and collect children and attends local toddler groups with the children. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children play with a broad range of activities and resources, which supports their development and learning progress. The childminder recognises and values their individual needs and she is beginning to record information about the children's play through sensitive observations. There is a positive partnership with parents and other professionals, so that all children receive coordinated support. However, a system to include their contribution in the children's developmental record is not yet in place and not all written information that parents receive, shows the changes under the new statutory framework or explains Ofsted's regulatory role. The childminder has a good awareness of health and safety, with appropriate measures in place to keep children safe and secure. She works well with her co-minder, has broadly met the recommendations from the last inspection and is beginning to formally evaluate her practice, in order to further improve her provision.

What steps need to be taken to improve provision further?

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

- ensure the complaints procedure contains the detail of Ofsted's role in the procedure
- continue to develop knowledge and understanding of the Early Years Foundation Stage
- ensure all documentation reflects the changes to legislation
- develop the use of observations, involving parents, to assist in planning for

next steps in children's learning.

The leadership and management of the early years provision

The childminder works well alongside her co-minder and other assistants, to maintain a good adult to child ratio. This positively supports children's care, learning and play and ensures all children receive sufficient care and attention. The childminder is developing an understanding of the Early Years Foundation Stage, but has not attended any local authority training to support this. She has some systems in place to monitor and evaluate her practice, but these do not clearly identify key strengths and areas for further development. However, she is currently working with her co-minder, to establish a more formal self-evaluation system. The childminder is aware of changes in requirements, but has not made amendments to her policies or complaints log sheet to reflect this. All the relevant paperwork, including records of accidents, medication and parental permissions required for the efficient and safe management of the provision are in place and satisfactorily maintained. Parents confidentially access their child's records, although there is no provision for them to contribute to children's progress assessments and the written complaints procedure does not clearly explain Ofsted's role.

The childminder is fully aware of her responsibility in safeguarding the children's welfare and informs Ofsted of any significant events. Written risk assessments, including ones for outings, suitably identify potential hazards, underpinning the safety of the provision. Children practice fire drills and the childminder now logs them, which was a recommendation from the previous inspection. Space and the wide range of resources are organised, to generally meet the needs of all children and to maintain their safety. The childminder closely supervises the children in all areas of the provision. They do not freely use all the registered space and mainly use the dining room for general play. Toys and play materials are suitable for all ages, but children sometimes need to ask for toys to be passed to them from shelves. This prevents them freely accessing play equipment, but does avoid younger ones playing with unsuitable resources.

The childminder successfully works with parents and informs them of their child's day through daily discussions. She actively supports other services, through the parents, to promote the development of children who may require additional support. Established relationships with the local nurseries and school, ensures that they cooperate in providing the children with continued developmental support.

The quality and standards of the early years provision

The childminder provides a safe, secure environment with good evidence of children's play and activity. Everyone who enters the setting receives a friendly welcome and older children are warmly greeted on their return from school. The childminder is very interested in the children and what they say and do. She talks and listens to them, asking them questions about their day. They respond well to her and younger children sit comfortably with her, discussing colours of toys and enjoying the company of the older children. Photographs of children at play and

involved in activities are on display. These demonstrate that children engage in a broad variety of play opportunities, including trips to places of interest, such as the local airport. The children enjoy a wide range of activities, which promotes their good health. Regular visits to the local park, toddler group and walking to and from other provisions, helps to develop their coordination and physical skills. They also learn about how to travel safely, not to walk next to the road and cross roads safely.

The children benefit from the healthy diet they receive and they independently access their own drinks. Children enjoy the social interaction of eating together and babies are bottle fed at the same time, so that they are fully included. The childminder is well aware of individual dietary requirements and she discusses these in full with parents. She offers a settling in period for children and gathers information with parents about the child, so that she is aware of their individual routines, for instance, for sleep, nappy changing and meal times. Ongoing discussion with parents, ensures that children receive appropriate support, suggested by other professionals if any development needs are identified.

The children have appropriate access to a good range of toys suitable for their stage of development. For example, young children pick up musical toys from the floor, enjoy exploring the sounds they make and know that their books are stored nearby. Plenty of their artwork is clearly displayed around the room and in their individual profiles, where they have pictures they have glued, painted or drawn. The childminder is beginning to put development records in place for each child. However, these are at the initial stage and not all observations indicate the areas of learning covered by the observation, clearly identify the child's ability or what is required to continue their development.

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?	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.