

Inspection report for early years provision

Unique reference number	320027
Inspection date	25/09/2008
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 1996. She lives with her husband and two children aged 10 and 13 years in Middleton, a suburb of Leeds. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility.

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 before and after school: this provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. The childminder is a member of the National Childminding Association.

The childminder walks and drives to local schools to take and collect children. She attends the local toddler group. The family have a tank of fish.

Overall effectiveness of the early years provision

The childminder knows the children in her care well and is fully aware of their interests and capabilities. She provides a good range of resources and activities that interest them and meet their individual needs. The childminder is beginning to make sensitive observations of the children's development and uses these to plan future activities to ensure they make satisfactory progress. She is keen to ensure she meets the requirements of the Early Years Foundation Stage but has yet to put in place a formal self-evaluation system and update some of her policies and procedures to reflect recent changes in legislation. Children benefit from the childminder's involvement with the local childminding group in that it broadens the range of the children's experiences and increases the childminder's knowledge, which contributes to enhancing the quality of care she gives.

What steps need to be taken to improve provision further?

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

- ensure a system is in place to evaluate and monitor the provision and outcomes for children to identify areas for improvement
- review policies and procedures to reflect changes to new legislation.

The leadership and management of the early years provision

The childminder is proactive in developing a good understanding of the Early Years Foundation Stage framework and had identified areas for development. For example, she is beginning to observe children's progress so that she can respond appropriately to help them to take the next steps in their development. A range of

clear written policies and procedures effectively promotes the health, safety and well-being of children. However, not all fully reflect changes in the current legislation. All are available for parents upon request to keep them informed of the service. The children's welfare is maintained by a good range of well completed documentation, which contributes well to the continuity of the children's care. The childminder demonstrates a commitment to improving her provision but has not yet developed a system to monitor and evaluate her practice in order to improve the outcomes for children. She has addressed the recommendation made at the last inspection by implementing a system to individually record children's attendance.

Children benefit from the established relationships in place between the childminder and their parents. They work closely together and share plenty of information which positively impacts on children's care, welfare, development and learning. The childminder has developed a good relationships with the local school to ensure that they work together to provide appropriate support and continuation in children's development when the children start attending.

Indoor and outdoor spaces are well organised so that they are appropriate for the age and development of all the children. This allows children to have free, safe access to a good variety of play opportunities suitable for their stage of development. Well organised resources are easily accessible to encourage children to make choices. The childminder has a secure understanding of her role and responsibilities in keeping children safe and secure during their time with her, both within her setting and on outings. Effective systems are in place for the safe collection of children and the childminder has a clear knowledge of child protection procedures.

The quality and standards of the early years provision

Children experience a good range of activities inside and outside the home, which support their all round development. Daily activities are thoughtfully planned taking into account children's individual interests and needs. The childminder has started to develop individual profiles for the children, which contain observations linked to the Early Years Foundation Stage and she is using these to plan the next steps in their learning. The routines and rhythms of the day and week help children gain confidence and feel settled and secure. For example, young children know which mornings they go to toddlers and that, after lunch, they have a short sleep before going to pick up friends from school.

Children are confident, happy and settled with the childminder and they respond well to her. The childminder effectively promotes children's learning through play and they choose activities where they can engage with her or sometimes play alone. For instance, they play imaginatively pushing a doll in a pushchair then include the doll in story time with the childminder. Children have regular opportunities to enjoy songs and rhymes as they sing during play or whilst travelling in the car. Very good verbal communication between children and the childminder supports their speech and language development. They learn to repeat words and chatter as they play. The childminder provides resources, such as a shape sorter, to help young children

learn about shapes and they show interest in technology as they delight in pressing keys on a laptop computer. Children are able to gain awareness of their environment as they visit local amenities. Regular visits to toddler groups support their social development as they learn to play in larger groups. Children's creativity is valued and their artwork is displayed in the childminder's kitchen. The children enjoy regular physical activity and fresh air. An enclosed outdoor play area allows children the opportunity to enjoy garden games with a very good variety of equipment.

The childminder supports children's growing independence as they begin to do things for themselves. For example, they enjoy trying to peel a banana at snack time before the childminder intervenes by offering support to guide them. Children are helped to understand how to behave outdoors and inside as the childminder talks appropriately to them about personal safety and how to use equipment safely. They practise the fire evacuation procedures in the home and learn road safety on the walk to and from school. Children are beginning to understand simple good health and hygiene practices as they clean their hands before eating and the childminder works well with parents to support young children with toilet training. Meals and snacks are varied and nutritious and children's allergies, preferences and dietary requirements are considered after discussion with parents. Children know to ask for drinks and are offered them regularly throughout the day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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.