

Inspection report for early years provision

Unique reference number	320076
Inspection date	07/10/2009
Inspector	Jane Elizabeth O'Callaghan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1996. She lives with her husband and two grown up children on the outskirts of Leeds. The whole of the ground floor of the childminder's house and upstairs bathroom are used for childminding, and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and is currently providing care for four children in the early years age group and three in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks library and local groups. She has two cats as family pets.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the care of the childminder who plans a range of activities and experiences that help to promote their learning and development and relate to most age groups. Information about children's welfare needs are collected at induction and the childminder is in the early stages of gathering and sharing information about children's learning and development with parents. Most documentation required to promote the effective and safe management of the setting is in place. However, some policies do not include some of the new legislation. She works closely with parents and forges suitable links with others in order to meet children's individual needs. Satisfactory systems are in place to monitor and evaluate the service, care and education offered to support continuous improvement appropriately.

What steps need to be taken to improve provision further?

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

- enhance children's independent opportunities to access a wider range of activity choices in their daily environment
- continue to develop planning, assessment systems and link observations to all areas of learning.
- update the record of risk assessment to include any assessments of risks for outings and trips
- update knowledge and understanding of safeguarding procedures in line with current legislation.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable awareness of the signs and symptoms of child abuse, and knows what to do if a concern should arise. However, she is less confident in sharing all aspects of the safeguarding procedure with parents. The childminder has made the appropriate enhancements to her home to keep the children safe, for example, she has installed fireguards, safety sockets and a fire blanket. The childminder has a record of risk assessments for the home and outdoors; however, this does not include different types of outings undertaken with the children.

The childminder provides a welcoming and inclusive setting. She helps children understand diversity and learn to celebrate people's differences. The children have access to a variety of books, small world toys and posters that display positive images. She builds effective relationships with parents which contributes to children's individual needs being met appropriately and there are many positive measures that keep them well informed about her setting, the child's well-being and what they have been doing. For example, the childminder regularly shares daily diaries and encourages parents to share their thoughts in letters, which are available at inspection. The childminder is beginning to build up links with other agencies, such as nurseries and schools that children attend and is working with them with their progress.

The childminder has met the recommendations raised at the last inspection. For example, she has fixed all safety equipment and all documentation is kept confidentially. She has begun to complete the Ofsted self-evaluation form to help her to assess and judge her provision. The childminder has attended the Early Years Foundation Stage course to improve her knowledge and understanding.

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

Children's health and well-being are effectively promoted because the childminder helps children learn through daily routines. As a result, children have a secure understanding of good hygiene, personal care routines and a healthy diet. For example, children ask the childminder and help themselves to drinks of water throughout the visit and also independently wipe their hands with wet wipes. The childminder provides all meals and snacks for children and ensure they receive nutritious and healthy fruit and vegetables included in the menu displayed. For example, broccoli, fish, bananas and raw carrots and raisins for snacks. Children learn about safety both out of the home, through knowing of road safety and within the environment by the regular practising of fire drills. The children feel safe and happy in the childminder's care as she provides appropriate support when they are feeling insecure. The childminder displays posters to reflect positive behaviour for children of all ages and also encourages them through being a good role model to be polite and to share and take turns when playing together.

The childminder is beginning to make observations of the children, alongside some photographs and samples of their achievements. For example, children's drawings and leaf collecting are illustrated in the profiles. She ensures that the children's starting points and next steps are recorded in their profiles. However, observations are not clearly linked to the areas of learning.

The childminder provides a range of activities that meet most of the children's age and stages of development. However, younger children have a limited range of toys available for their age and are unable to independently access them. She spends time talking to them asking appropriate questions to stimulate their interest and involvement. For example, children name dinosaurs with the help of the childminder and explain to her what colour they are and how some are 'higher' than others. The children have lots of opportunities to develop their physical skills throughout the day. The childminder takes them on daily walks to the park, places of interest and also to listen to stories at the library, where they also choose books for themselves. All children access the outdoor area, where they play on slides, rockers, swings and confidently coordinate a game of football with each other. Very young children access press button toys and are excited when they play tunes, more able children get books and sit down quietly and retell the story to themselves and the childminder. The children appear content and enjoy their time with the childminder, developing language skills through their interactions with her. For example, the childminder asks children to put on their coats and get her black shoes ready to walk to school. The children are keen to help 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect((Arrangements for Safeguarding Children)(also applies to the voluntary part of the Childcare Register) 21/10/2009

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 above (Arrangements for Safeguarding Children) 21/10/2009