

Inspection report for early years provision

Unique reference number	320094
Inspection date	09/12/2008
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 has been registered since 1996. She lives with her husband and two children aged 20 and 15 years in Wortley, a suburb of Leeds. The childminder uses the dining room and conservatory for childminding and bathroom facilities are on the first floor. There is a fully enclosed garden available for outside play.

This provision is registered to provide three places for children in the Early Years Foundation Stage and is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding four children under five and one child over five before and after school.

The childminder walks and drives to local schools to take and collect children and attends local toddler groups on a regular basis.

Overall effectiveness of the early years provision

Children play confidently in a welcoming, homely environment and enjoy a warm relationship with the childminder. The childminder shows a very clear understanding of the stages of development within the Early Years Foundation Stage and is effectively using observations of children's activities to plan for their continued progress. However, the next steps in their learning are not fully shared with parents. The childminder is putting systems in place so that she has a clearer understanding of the strengths and areas for development within her provision. She works cooperatively with parents to promote the welfare of each child and provides them with plenty of information about her practice. A comprehensive range of policies and procedure underpin the childminder's good working practice and underline her commitment to offering an inclusive service to all children.

What steps need to be taken to improve provision further?

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

- ensure the written risk assessments show how often potential hazards will be reviewed and the complaints policy gives parents details of Ofsted's role in the procedure
- increase the opportunities for parents to be more involved in continuing their children's learning and development.

The leadership and management of the early years provision

The childminder organises and maintains all her documentation and records efficiently and accurately. There is a broad range of clearly written policies, procedures, and risk assessments, which contribute effectively to the organisation of the setting, promoting the safety and well-being of the children, both on and off the premises. However, the detailed risk assessments do not clearly identify the

regularity of further checks to ensure that children continue to be protected from potential hazards. Additionally, the complaints policy does not clearly identify Ofsted's role in the procedure. The childminder shares her policies with parents so that they are fully aware of her service, in particular, her duty to safeguarding the children in her care and to providing an inclusive service. She demonstrates a good commitment to extending her knowledge of safeguarding issues by attending further training. Consequently, she is fully aware of national guidance, local procedures and her role and responsibility.

The childminder is developing a greater awareness of her own provision as she continues to address the requirements of Early Years Foundation Stage. She has satisfactorily acted on the recommendation made at the last inspection and children now access collage materials easily. The childminder is planning to use the Ofsted self-evaluation form appropriately to support her in identifying key strengths and areas for future development. The good range of resources is well organised and allows children free access to ample toys and equipment appropriate for their stage of development. This promotes their confidence and offers them independent choice in their play equipment.

The childminder gathers and shares a broad range of relevant information with parents so that each of them has a good understanding of the child, their development, changing abilities and their particular needs. This ensures each child receives good continuity in their care, for instance in toilet training. The childminder works well with other provisions that the children attend and gives extra support, if required. For example, she helps children who have just started attending the school by practising songs with them for the forthcoming school concert.

The quality and standards of the early years provision

The childminder flexibly plans the children's day and activities to ensure each child receives a good, varied range of play opportunities to meet their individual needs. Children have individual profiles containing photographs and clear observations, which are competently linked to the six areas of learning. The childminder clearly identifies each child's next steps in their learning, through well-written observations of the children's activities. The identified next steps are sufficiently detailed to inform future planning, which is well thought out so that children gain the most from each activity.

The childminder plans effectively showing she has a very clear understanding of the activities to provide in order to build on what the child knows. However, she does not explain to all parents how they can use this information so they can be more involved in continuing their children's learning and development at home. Each child receives good support from the childminder during play, some of which is planned and some is child initiated. The children are beginning to understand about sharing resources as the childminder gently reminds them about taking turns. They respond well to her, play happily, and use a wide range of good quality equipment.

Younger children enjoy exploring the toys and often delight in emptying the containers before moving onto to other interesting activities. Older children chatter to each other and the childminder with increasing language skills during play.

Children are safe on outings and they learn about road safety and the colours of the traffic lights on local walks. They enjoy visits to toddler groups, where they learn to play in larger groups of children to support their social development. All children play well together and cooperate when playing with the shape sorter, for instance, which also improves their fine motor skills as they fit the shapes into the holes. They enjoy looking at books and sometimes sit quietly on their own.

Children stay healthy because the childminder follows good health and hygiene procedures. They use their own individual cups when drinking and enjoy varied and nutritious meals. Children learn that toys must be washed if they put them in their mouths and good procedures are in place to prevent cross infection, especially during nappy changing. Children are learning to keep themselves safe and are reminded of why they should not climb on furniture. The premises are secure and children enjoy outdoor activities in the garden or local playgrounds, which promotes their good health.

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?	2
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?	2
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.