

Inspection report for early years provision

Unique reference number	320664
Inspection date	15/09/2009
Inspector	Hilary Mary Mckenning
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 2000. She lives with her family in Beeston, a suburb of Leeds. The whole ground floor of the childminder's house is used for childminding with bathroom facilities on the same floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children under eight years, at any one time and is currently minding four children, two of whom is in the Early years age group.

The childminder takes and collects children from school and they access local groups. 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's learning and development is promoted appropriately, although observations do not identify the next steps in children's learning and development. The childminder has a sound partnership with parents and takes time to develop a good understanding of children's individual needs and provides a variety of resources and experiences to promote inclusive practice successfully. Children are confident and show a strong sense of belonging as they are welcomed and supported to make a positive contribution to their own development and interest in the local community is promoted through regular outings and visits. Most of the required documentation is in place and maintained appropriately. However, the policy regarding complaints does not reflect current guidelines. The childminder is developing a system to evaluate her practice, and identify strengths and weaknesses in order to ensure further improvement.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding) 09/11/2009
- Provide parents with accurate information about the complaints procedure (Safeguarding) 09/11/2009

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

- develop further complaints information for parents to reflect current guidance
- plan and provide a range of activities to meet the individual needs of all children

- ensure all permission forms are countersigned by parents
- develop further observations and assessment to identify the next steps of children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge and understanding of safeguarding children. There are clear procedures in place for identifying any child at risk of harm and she has good up to date knowledge of the possible signs of abuse and neglect. Children are cared for in a secure and safe environment as the childminder completes a daily health and safety check prior to children arriving. Risk assessments are completed for the premises. However, they are not carried out for outings or when children are off the premises. This is a breach of the Welfare requirements. The environment is organised appropriately to allow children to choose and access areas and resources that met individual children's interests independently.

Children access a range of resources and experiences where they can learn about themselves, explore differences and reflect positive images of diversity. Interest in the local community is promoted through regular outings and visits to local groups and play areas. Children excitedly recall baking pies with the blackberries they had collected when out and about. The childminder promotes equality and diversity, helping children to understand about the community they live in and the wider world.

The childminder keeps appropriate records regarding children in her care. This includes detailed information about children's individual needs. However, some permission forms are not consistently countersigned by parents. A range of policies and procedures are shared with parents to support the care of the children although this does not include current information on the complaints process. This is a further breach of the Welfare requirements.

Parents are kept informed about their child's day and the activities they have been involved with as they receive verbal and written information. For example, detailed daily diary is routinely shared.

Parents complete regular questionnaires and share their views regarding the service they receive. They comment about the confidence children are now showing and how they eagerly recall the day's activities. In discussion, parents are very happy and welcome the advice and support from the childminder. They comment on how reassured they feel knowing their child is cared for in a caring, home-from-home environment.

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

The childminder is beginning to develop her knowledge of the Early Years Foundation Stage framework. She is developing a system to monitor and evaluate children's progress relative to their starting points, although this does not identify children's next steps towards the early learning goals. Children's achievements and photographic evidence are shared regularly with parents and their contributions are encouraged and welcomed. However, these are not used to inform planning in order to meet children's individual developmental needs. The childminder has positive relationship with the children's parents and other provides. She is aware of the topics planned for and provides experiences to compliment and build on these areas and is beginning to look at ways to share

Children are introduced to safety and how to keep safe as the childminder involves them in regular fire drills and safety discussions, particularly around road safety when walking to and from school. Children follow good daily hygiene routines and are well protected from illness and infection. Procedures are in place for when children become ill, along with detailed recordings for any accidents and the administering of any medication. Children enjoy a well-balanced range of healthy meals, snacks and drinks. They are developing an understanding of healthy eating as they are involved in the planting, caring for and harvesting various fruit and vegetables, describing how they had to wash the strawberries they had picked before they could have them at snack time.

Children make their own choices about their play from a range of resources that covers the areas of learning, developing their independence and self-confidence. Children make a positive contribution and are involved in all areas of play. Children are encouraged to share, be kind and have mutual respect for others. Older children help younger children build with the large construction bricks. Children have regular opportunities to enjoy the outdoors and confidently explore the immediate environment with interest. Children describe how together they were digging in garden looking for worms and counting how many they could find.

Close, caring relationships are evident as children are relaxed, settled and are confident to explore readily select the books they wish to look at. The childminder interacts with the children, engaging with their activities. Children eagerly show the childminder the pictures they have completed and ask for further materials. The childminder is aware of individual children's interests and ensures children can access familiar resources. The childminder is developing a system to evaluate her service that identifies her strengths and outlines areas for further development to help promote children's learning and 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

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:	Met
---	-----

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