

Inspection report for early years provision

Unique reference number	501831
Inspection date	16/01/2009
Inspector	Angela Margaret Ellis
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 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 2000, she lives with her family in Middleton, Leeds. The whole of the ground floor, the first floor bathroom and the small bedroom are used for childminding purposes. There are a number of steps leading to the premises. There is a secure garden available for outdoor play. Family pets include a dog. Transport links, schools and nursery facilities are accessible locally.

The childminder is registered to care for a maximum of six children at any one time. There are currently seven children on roll aged from three to eleven years. Of these, three are within the Early Years Foundation Stage (EYFS). The childminder also cares for children aged over five years to eight years. This provision is registered by Ofsted on the early years register, compulsory and voluntary childcare register. The childminder has systems in place to support children with learning difficulties and disabilities and also children who speak English as an additional language.

The childminder has completed a diploma in pre-school practice. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

All children are welcomed into this safe and well organised environment that is child focused to meet their individual needs. This helps all children to make good progress in all aspects of their learning and development. Most aspects of children's welfare are promoted well; however, the requirements in relation to risk assessments for each type of outing are not fully met. The childminder is committed to her own personal development, recognises the need for continuous improvement and she uses informal ways of evaluating the quality of her provision. Partnerships with parents contributes to promoting inclusive practice and this sharing of information enables the childminder to support the individual needs of children and provide continuity of care for them.

What steps need to be taken to improve provision further?

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

- develop a system of self-evaluation in order to identify strengths and areas for development to maintain continuous improvement and demonstrate how children's and parents views contribute towards it in a meaningful way.

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

- ensure that a risk assessment is carried out for each type of outing (Safeguarding and promoting Children's welfare).

16/01/2009

The leadership and management of the early years provision

Children's needs are met well because the childminder is experienced and demonstrates a commitment to continued professional development by keeping up to date with current childcare issues through publications and resources on the internet. She uses her knowledge to continue to develop the quality of her service and effectively promote the welfare, learning and development of all of the children she cares for.

The childminder has considered the recommendations from the last inspection and has devised a complaints procedure and a system for recording complaints. Informal systems for monitoring the quality of the provision are in place, such as verbal discussions with parents, however, there is no formal system in place for assessing the strengths and areas to improve.

The setting is well organised. The childminder has a comprehensive range of policies and procedures, which she implements successfully to ensure that all of the children in her care are safe and well cared for. Records required for safe and efficient management of the early year's provision are maintained. There are clear procedures for conducting daily checks to make sure that any hazards highlighted through the extensive risk assessment process are minimised or eliminated for indoors and outdoors, however, the childminder has not fully considered a risk assessment for each type of outing.

Children are safeguarded because the childminder has a very clear knowledge of the signs of possible abuse and a good understanding of the procedures to follow in the event of a concern or allegation. All safeguarding procedures are readily available along with relevant contact numbers and the childminder understands the need to record all accidents and existing injuries to children.

A successful partnership with parents contributes significantly to the children's well-being and provides continuity of care. Children clearly benefit from this effective partnership and settle well in response, which enhances their experience and makes it a positive one. This is evident in the positive feed back from parents through, 'thank you' cards received from parents and children.

The quality and standards of the early years provision

Children are settled, confident and content in a stimulating and caring environment. Established routines meet the needs of children, for example, for meals, activities and outings. The independence of the children is promoted well because they have free access to a varied range of toys and activities and make choices with enthusiasm and confidence. The childminder knows the children's likes and dislikes well and therefore, provides activities that she knows will interest and challenge them. For example, the children are developing their literacy and communication skills when they request stories to be read to them and enjoy

popular stories being told time after time.

Children are supported by the childminder when necessary, demonstrating that she understands when and when not to intervene. She knows the children well and has cared for some of them since they were babies. Good interaction is demonstrated through a warm, caring relationship between the children and the childminder. Children learn about the local community, the natural world around them and an awareness of the seasons through a varied range of outings and outdoor activities that includes local walks, visits to the local childminder support group and local park. Children learn an awareness of diversity and other cultures through age-appropriate activities, for example, through activities, books and food from different cultures. Children become aware of similarities and differences and increase their understanding of the wider world, because families attend from other cultural backgrounds, bringing with them a wealth of experience to share with each other.

The childminder observes the children to find out about what children know, can do and enjoy when they start at the setting and this forms part of an on going assessment of children's achievements. These observations are used to identify the child's next step of learning and are matched to the areas of learning within the written records. Systems are in place to liaise with parents and some other providers delivering the Early Years Foundation Stage (EYFS) for children, such as a nursery. This information is effectively evidenced within the progress records to demonstrate that they are contributing to the child's progress and continuity of learning and care.

The childminder provides a safe, caring environment for children where they access a good range of quality toys and activities that are appropriate for their age and stage of development. Children's health and well being are effectively enhanced because the necessary steps are taken to prevent the spread of infection. For example, children learn the importance of cleanliness through good daily hygiene routines and learn why they must wash their hands. Children begin to learn the benefits of eating for their healthy growth and development. They have regular access to drinks and enjoy a varied balance of nutritious meals and snacks; this includes plenty of fresh fruits and vegetables. Children also learn how to keep themselves safe in the home, outdoors and on outings. They learn how to cross roads safely on their journeys to and from nursery school. They learn how to use equipment safely and regularly practise the fire drill so that they know what to do in an emergency. Children behave well in response to the childminder's positive and consistent approach to managing behaviour. Clear and realistic boundaries are established which effectively promotes children's understanding of right and wrong. They learn to care about and respect each other and other things. For example, children learn that the childminders pet dog needs fresh air and exercise, just like they do to stay fit and healthy.

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.	2

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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