

Inspection report for early years provision

Unique reference number	501893
Inspection date	03/08/2009
Inspector	Shazaad Arshad
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 March 2001. She lives with her partner and aged five, eight, 10 and 13 children in Rodley area of Leeds. Most local amenities are within walking distance. There is a fully enclosed garden to the rear of the property. On the ground floor, minded children have the use of the lounge and separate dining kitchen for activities. Children have the use of a ground floor toilet.

The childminder is registered to care for five children under eight years of age. She currently cares for one child on the Early Years Register on a part time basis. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local nurseries and schools and is a member of the National Childminding Association. The family have three cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children benefit from a childminder who dedicates her time to ensuring they are engaged in a fun range of activities that meet all areas of development. All children are included as she is aware of their individual needs, although information from initial written observations is not effective in identifying next steps in learning. She works in partnership with parents and the wider community to promote children's welfare. She has begun to use formal self-evaluation processes and updates her practice using knowledge gained from resource materials from the internet.

What steps need to be taken to improve provision further?

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

- involve parents in their children's learning and development and enable them to contribute to their progress records
- extend observation and assessment to link into children's next steps and provide more individualised learning experiences
- develop the risk assessment procedures to include full details of indoor and outdoor equipment and details of timescales for review
- develop the procedures for self-evaluation as a means of identifying the strengths and weaknesses of the service.

The leadership and management of the early years provision

Children are safeguarded through the adequate policies, procedures and practices of the childminder. She has appropriate knowledge of issues relating to child protection and the procedures for reporting concerns. Although, risk assessments

are completed, they are not sufficiently robust and do not include details of timescales for review. The children are actively involved in keeping themselves safe as they learn about road safety when out in the local environment and are aware of safety rules within the home. In addition children have wrist bands with the contact number of the childminder. The wrist bands are used on Visits to Eureka , Royal Armouries and local parks. All the required permissions are in place, such as emergency medical treatment, outings and who can collect children. Continuous improvement is implemented through ensuring that all the previous recommendations are completed. For example, the childminder has improved practices around snack time and arrangements for hand washing. In addition, the fire safety procedures are practised with all children and she has purchased resources that depict positive images of other cultures. She has very recently started the process of self-evaluation and therefore is in the process of identifying the strengths and weaknesses of her setting.

Child-led activities ensure that all children are included and that their interests are incorporated into their play. Though written records do not directly link to individual learning, the childminder listens to the children's wishes, involves them in all aspects of the daily routine and encourages them to make decisions for themselves. A range of cultural festivals are celebrated throughout the year, helping children to learn about the diversity in the world community and to value theirs and other peoples ways of life.

The childminder works with parents and ensures that parents are up-to-date with their children's progress through extended discussions at the end of the day. All the policies are shared with the parents, ensuring they are aware that their child's care needs have been met. However, parents are not yet actively involved in children's assessment systems.

The quality and standards of the early years provision

The children enjoy a sufficient range of activities that are organised to provide them with balanced learning experiences. Many activities are hands-on and practical, ensuring the children are actively involved, with a good balance of adult and child led play opportunities. Knowledge and understanding of the world is a strong element in the learning, which enables the children to learn about the wider world and the communities around them. For example, they visit many places of interest including local parks, Eureka and the Royal Armouries. The children also observe the changes in nature in their local environment. These activities ensure the children are learning about the importance of the seasons in the year to the natural world. They also complete nature and planting activities. For example, planting strawberries and then eating them when they are ripe.

The children identify the different types of vehicles, talk about what they are used for, count the cars and recognise the different colours. The children solve problems as they complete differing types of jigsaw puzzles and guess what happens next in stories. They interact well together, sharing ideas for play, able to communicate their needs and wants to one another confidently. Social skills are developed through the daily routines, with children easily sharing resources, negotiating play

and taking turns. Their self-esteem is encouraged as they make choices and decisions for themselves and are praised for their achievements.

Healthy lifestyles are encouraged through the regular physical and nutritious cooking and food activities engaged in by the children. The childminder has made a tentative start at using observations but is not yet using the information gained to plan children's next steps. She is aware of children's current progress and plans activities that include all of the children, meeting their overall development needs.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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
--	-----