

Inspection report for early years provision

Unique reference number	512013
Inspection date	09/06/2009
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 was registered in 2001. She lives with her husband and two children in Morley, a suburb of Leeds. The playroom, kitchen and living room of the childminder's house is used for childminding, with access to the bathroom on the first floor. There is an enclosed garden offering an area for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll in this age group. The childminder also cares for children aged over five years to nine years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has completed the required childminding training and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder meets the individual needs of children irrespective of background or ability. The home provides a welcoming, well-resourced and safe environment. This enables children to make sound progress within their learning and development and most aspects of children's welfare are promoted appropriately. A positive relationship with parents contributes to inclusion, meeting children's needs consistently and providing continuity of care. Planning for, and maintaining continuous improvement through the processes of self-evaluation, are in their infancy.

What steps need to be taken to improve provision further?

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

- gather evidence in a variety of ways, for example, through photographs, things children have made or drawn and information from parents, to assess children's learning and guide everyday planning
- use the observations and assessments from others delivering the Early Years Foundation Stage to identify learning priorities within the planning
- continue to develop the system of self-evaluation in order to identify strengths and areas for development to maintain continuous improvement, and demonstrate how parents' views contribute towards it in a meaningful way.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

09/06/2009

The leadership and management of the early years provision

The organisation of the setting promotes satisfactory outcomes for children. A sound partnership with parents contributes to providing continuity of care for their children. This is evident in the 'Thank you' cards received from parents and children. Children clearly benefit from this partnership. For example, the children settle well, which enhances their experience and makes it a positive one. Parents are kept informed about their child's activities through daily verbal discussion and a simple record of activities. Sharing this information with parents allows the childminder to meet the child's ever changing needs and keeps both parties informed.

The childminder demonstrates that she has a suitable commitment to continued professional development by keeping up to date with current childcare practice through childcare publications. She regularly meets with other childminders to discuss current practice and emerging issues. The capacity to make improvements is demonstrated by the childminder suitably implementing the recommendations since the last inspection by providing additional resources that reflect disability. This enables children to appreciate differences within our society.

The childminder has made a start on the Ofsted self-evaluation form and has identified some aspects of what she is doing well and areas for improvement. However, this does not sufficiently demonstrate how the views of parents contribute towards the process in a meaningful way.

The childminder demonstrates a sound knowledge and understanding of how to implement the procedures for child protection to ensure that the well-being of the children is maintained. She is fully aware of, and implements, a procedure to ensure that a Criminal Records Bureau check is obtained for all adults over 16 years of age in the home.

The childminder has devised a comprehensive range of policies and procedures which she implements to ensure that all of the children in her care are safe and well cared for. Most of the records required for safe and efficient management of the early years provision are maintained. However, prior written consent from parents for seeking emergency medical advice and treatment was not available for some children, which means that the requirements are not fully met. There are clear procedures for conducting daily checks. Any hazards highlighted through the risk assessment process are minimised or eliminated for indoors, outdoors and outings.

The quality and standards of the early years provision

Sound organisation by the childminder enables the children to learn and develop and make sound progress towards the early learning goals. This is because the childminder is beginning to embrace the implementation of the Early Years Foundation Stage (EYFS). She does this by providing a well-resourced environment for the children. The home is child-centred. Many of the resources are arranged to be easily accessible to encourage children to make independent choices and follow their own interests.

Very young children were observed to be very inquisitive and interested in exploration and investigation of sensory toys and activities. The pre-school children were very interested in jigsaws. The childminder asks open-ended questions that provide challenge and extended learning. Lots of praise and encouragement are given to the children throughout the inspection. Therefore, children are settled and confident. Everything that happens within the day is used as an opportunity to learn.

The childminder gleans information from parents and observes the children to find out what they know, can do and enjoy, when they start. This forms the basis for an ongoing assessment. Observations are matched to the areas of learning and the next step of learning for individual children is simply identified within the assessment to inform plans. However, other sources of evidence, through photographs and examples of children's drawings and things they have made, are limited. The childminder has developed positive relationships with parents and others delivering the EYFS. However, this information is not sufficiently used to identify learning priorities within the planning.

The provider promotes equality of opportunity and anti-discriminatory practice satisfactorily to ensure that every child is included. She does this by providing activities that all children can take part in. She uses a variety of resources to find out about different festivals to broaden the children's understanding of diversity and the wider world. They learn to become aware of similarities and differences, which increases their understanding of the wider world. There are books and other resources that reflect different cultures and gender, including resources to help children learn about disability.

Children's health and well-being are appropriately promoted, enabling them to lead healthier lifestyles. This is because they have regular access to fresh air and exercise. They learn the importance of cleanliness through good daily hygiene routines and the home is clean and well maintained.

Children begin to learn the benefits of eating for their healthy growth and development as they are offered nutritionally balanced meals and snacks. The childminder works with parents to meet all dietary requirements and routines. Children have a balance between freedom and safe limits. The childminder understands that suitable types of activities and appropriate levels of support give the children confidence to take risks and try out new skills. She knows their capabilities well. The childminder successfully provides activities that capture

children's interests; therefore, they behave well. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. They learn to care about and respect each other, through learning to share, take turns and good manners.

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?	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?	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?	2
How well are children helped to be healthy?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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