

Inspection report for early years provision

Unique reference number	EY200414
Inspection date	23/04/2009
Inspector	Jacqueline Patricia Walter
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 was registered in 2002. She lives with her partner and three adult children and a child aged 15 years. They live in Meanwood, in Leeds, West Yorkshire. The setting is close to shops, parks and transportation links. The whole of the ground floor of the childminders house is used for childminding, there is a section of the rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects and takes children to local schools. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A happy environment with a wide range of stimulating activities and resources is provided, which gives children good experiences and opportunities in which to develop their skills and learning. Children's health, safety and in particular, healthy living are promoted very well, which gives children lots of opportunities to develop this understanding. Children's learning and development is also fostered well through the childminders good understanding of how young children learn and an assessment system that is monitored to ensure children are developing in all areas. As a result, children are making good progress towards the early learning goals. Partnerships with parents are effective and systems are beginning to be put in place which ensure other settings are involved in ensuring that the individual care and learning of all children are fully met. The planning for improvement is appropriate and has some good aspects, which ensures that some priorities for future development are identified and acted on.

What steps need to be taken to improve provision further?

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

- continue to develop and implement systems to evaluate the setting and maintain continuous improvement.

The leadership and management of the early years provision

The environment and documentation is organised effectively. For example, all required records are fully maintained, reviewed and stored confidentially, which underpins the overall care of children appropriately. Inclusion is promoted well, with babies being encouraged at all times to join in with activities and individual

needs are fully supported through working effectively with parents and implementing their specific wishes and requirements. The childminder has a good understanding of protecting children from child abuse. She is fully aware of signs and symptoms in all four areas that indicate child abuse and is confident in knowing procedures to follow when concerns are raised. As a result, children's welfare is safeguarded well.

There are friendly and professional relationships in place with parents, which effectively help promote children's care and learning. Good quality information is shared on most aspects of the setting and the Early Years Foundation Stage (EYFS). For example, parents receive copies of written policies and there is a poster clearly displayed with information regarding the EYFS. Good information is collected from parents to ascertain children's starting points in their learning and children's progress and achievement is shared well through daily conversations and parents having access to children's learning profiles at any time. The childminder is starting to develop partnerships in the wider context to promote the children's learning and care. For example, she has approached another setting, and discussed sharing children's learning profiles and sharing information on their planning, in order to provide activities that complement their learning.

The childminder uses some methods to evaluate her setting and identify strengths and weaknesses. For example, questionnaires are given to parents and children, who identify areas for improvement, which in turn result in actions being taken that improve the quality of learning. She has undertaken a few additional training opportunities to develop her own knowledge and skills and has just started to complete a self evaluation form. In addition to this, appropriate action has been taken to successfully address a previous recommendation, which in turn, has improved children's health and safety when requiring emergency treatment.

The quality and standards of the early years provision

The childminder provides a very warm, welcoming, happy and child friendly environment where children are able to develop good skills in independence. Good, positive steps are taken both indoors and outdoors to safeguard children, which in turn, allows them to safely use all the registered areas. Hygiene is promoted well overall and there is a high emphasis in promoting healthy living. For example, children are encouraged to walk whenever possible on their outings, they enjoy making healthy meals such as fruit kebabs and scrambled eggs, participate in activities such as swimming and visit a gym where they can see people using equipment that helps them to stay fit. The childminder also teaches children well about keeping themselves safe. Children participate in regular fire drills and enjoy visits from the local Fire Authority where they talk about fire safety and using equipment. They also participate in art activities that promote understanding in subjects, such as road safety. For example, by colouring in pictures of people that help them to cross the road safely.

The childminder supports children's learning very well overall. She provides a wide and stimulating range of activities and resources both indoors and outdoors. For example, children are able to develop their knowledge and understanding of the

world by engaging in activities, such as growing strawberries and sunflowers and by enjoying first hand experiences, such as being close up and looking at tortoises and chickens. Children's communication language and literacy skills are promoted well particularly with young children. The childminder always explains to them what she is going to do, which helps them to associate words with actions. She uses open ended questions that encourage more able children to think and focus and takes time to explain to them about issues, such as why a character from a book has to wear glasses. She extends and supports their learning and imagination extremely well. For example, when children start to imagine they are creating dragon footprints, using hexagon shaped construction pieces, she encourages them to follow the footprints to find the dragon and count how many they find. As a result, children are motivated, excited and interested in their learning. The childminder effectively assesses children's development, clearly identifying, what they can do and understand and their next steps in learning. She mainly uses this information to promote their learning through their choice of activities, although some adult led activities, such as outings and craft activities are planned in order to take account of their individual interest and needs. For example, after a child asked where the steam was, when on an electric train, the childminder planned further opportunities for him to see different modes of transport. For example, an Airport.

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

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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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