

Inspection report for early years provision

Unique reference number	EY216958
Inspection date	20/01/2009
Inspector	Kaldip Kaur Chaggar-Brown
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2003 and is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The provision is open all year round except for the childminders holidays. The childminder lives in a semi detached house in the Wetherby area. She lives with her husband and son who is aged 14 years. The conservatory, downstairs toilet, snug and kitchen for used for childminding and there is a garden for outdoor play. The family have a cat, fish and a hamster.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 14 children altogether, five are in the early years range and five are aged between five and eight years, and four are aged over eight years. She sometimes works with an assistant. The childminder take and collects children from the local school. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder is very supportive and meets all children's individual needs through good partnerships with parents and other providers. All children are actively involved in the provision and they make good progress in their learning and development. However, records relating to children's progress are not consistently completed and parents do not have easy access to them. Children's welfare is well promoted and they are kept safe. However, the childminder overlooked informing Ofsted of changes to her premises, which is a breach of requirements. The childminder has good systems in place to identify strengths and weaknesses and plans for any improvements. Overall, an inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- ensure that records are consistently maintained with regard to children's next steps and are linked to areas of learning and development
- make children's learning and development records more easily accessible to parents.

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

- ensure that Ofsted is informed of changes to the premises (Suitable premises, environment and equipment).

30/01/2009

The leadership and management of the early years provision

The childminder is well organised and she maintains policies, procedures and records which contribute to the safe and efficient management of the Early Years Foundation Stage. Records relating to children's individual care needs ensure that the childminder is clear how she is to promote their health and well-being. For example, permission to seek and give emergency first aid allows the childminder to administer first aid in an emergency. All adults who have unsupervised access to children are suitable to do so. Although the childminder overlooked informing Ofsted of changes to her premises, children now have a light and airy indoor play environment. It is well organised with resources and play equipment effectively set out. Children have good access to and make informed choices as to what to play with. They move around freely and have suitable places where they can rest and play. The outdoor play area is secure and children make good use of play equipment that challenges them. For example, children learn how to make themselves swing and climb whilst keeping themselves safe.

The childminder is committed to improving her provision and has undertaken a self-assessment, identifying strengths and weaknesses of her childminding. She has addressed recommendations from her last inspection to improve outcomes for children. For example, it was recommended that she devise an emergency evacuation procedure which she did. Children regularly practice this and are familiar with the process. She has also undertaken risk assessments and takes effective action to minimise risks to children. The childminder demonstrates that she has good capacity to make any necessary improvements to her provision. She has attended all relevant training courses and keeps up to date with changes and good practice advice within the childcare field by reading childcare publications.

Links between the childminder and other providers, such as the local school are being developed. The childminder passes on information from school and nursery to parents and uses information about themes and activities undertaken at school and nursery to influence her planning. This ensures that children receive a varied and interesting range of activities and experiences without duplication. The childminder works successfully with parents to gather information that promotes children's care and learning. As a result, children's individual needs are well supported and they make good progress in their learning development. Parents are kept informed about their child's achievements and progress through discussions and children's learning and development records. However, as parents have to ask to see the records it makes it difficult for them to contribute to them easily. Also, children's next steps in learning are not clearly linked to the areas of learning and development and as a result, any gaps are not easily identified.

The quality and standards of the early years provision

Children are settled in the care of the childminder as she provides reassurance and good emotional support. The childminder offers activities and experiences that are varied and cover all areas of learning. For example, children learn about different festivals as well as how to make their own play dough. The childminder has

devised an overview of themes and activities to be covered over the year. Children lead with activities and the childminder follows their interests, she uses this information to update her planning records and their developmental records. Observational information is used to plan for children's individual needs, such as when the childminder recognises that children need help with balancing skills. She plans activities, such as encouraging and supporting children to sit on a rocking horse. Good opportunities are made for children to play indoors and outdoors, they go on regular walks and visit local toddlers groups.

Information from parents is used to plan to meet children's needs. For example, children's sleeping habits are discussed and the childminder incorporates children's needs into her daily routine. Any additional needs are discussed with parents. Children's health and well-being is fostered through a healthy diet and daily fresh air and exercise. Children are learning to keep themselves safe through everyday activities, such as tidying up. The childminder reminds children that toys on the floor are a tripping hazard. Children are independent at meal times, they confidently use a spoon when eating yoghurts and put on their own coat and shoes. Children's welfare is promoted through the effective use of precautions, such as children wash their hands before eating and sick children are not cared for. The childminder handles minor squabbles very well. She defuses situations by gently talking to children and reassuring them that they are safe. She offers praise and encouragement regularly. Young children are beginning to understand about being kind to each other through everyday activities, such as sharing toys.

Children seek support and reassurance from the childminder, she is able to understand what they want even if they are unable to talk. She understands their gestures and any noises they make. She uses her voice and facial expressions to show children she is happy or sad. The childminder develops children language skills as she introduces new words as well as asking children to describe what they can see. The childminder is effective at encouraging children to investigate and find out information. For example, she asks children to look at eyes colours when they are colouring in pictures. Children use this information to decide what colour crayon they are going to use. Children confidently ask the childminder to play a game with them. They follow instructions when asked to find the dominoes and to set them out. Young children understand how to wait and take turns, they answer the childminder's questions and show good interest in what they are doing. They enjoy learning and are active learners. The learning environment and the childminder's knowledge of the Early Years Foundation Stage helps children make good progress towards the early learning goals.

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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.