

Inspection report for early years provision

Unique reference number	EY219683
Inspection date	17/12/2008
Inspector	Thecla Grant
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 was registered in 2002 and lives in a detached house in the Shadwell area of Leeds. The dining room, conservatory and kitchen diner are used for childminding and there is an enclosed garden available for outdoor play. The childminder is registered to care for six children under eight, and currently provides care for nine children under eight. Of these, five are under five years of age, three are over five and one is over eight.

The childminder is registered on the early years register, compulsory childcare register and voluntary childcare register. She provides care for children between the hours of 08.00 until 18.00, and drives to the local schools and nursery to take and collect the children. The childminder regularly attends several toddler groups in her area and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are well supported in their learning, therefore, they make good progress toward the early learning goals. The childminder spends enough time with all children and ensures their individual needs are well met. Children's welfare is promoted through working in partnership with parents and others to promote good quality education and care. Most arrangements for assessing young children's achievements are in place and the childminder has taken appropriate steps to evaluate and assess her setting as well as making plans for the future of her provision.

What steps need to be taken to improve provision further?

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

- continue to develop the arrangements for assessing young children's achievements and provide more opportunities to include child initiated activities.

The leadership and management of the early years provision

The childminder plans the learning environment for children to independently access what is available. She knows the children well and provides positive support for children who need extra attention. The childminder has purchased resources specific to children's needs, these come from their initiated activities, such as plastic hammers and drums. However, children's initiated activities are not consistently included in the planning.

The childminder strives to improve the quality of care and education she provides, by regularly attending training courses and workshops, such as the early years foundation stage training, and workshops on caring for children with disabilities.

The childminder maintains her first aid certificate and has attained a level three certificate in developing childminding practices.

Children are safeguarded because the childminder implements her policies well. For example, the childminder has devised risk assessments for all areas used by children and has taken appropriate action to eliminate identified risks. The childminder has a good understanding of child protection issues and has devised a clear policy which includes what to do if an allegation is made. All policies and procedures are in place including the complaint procedures and log book.

The childminder provides parents with information about their children's achievements and progress. She has made links with the local school and nursery to ensure continuity of care and learning. Further to this the childminder has devised a clear system to monitor her provision.

The quality and standards of the early years provision

Children are confident in their surroundings and select the resources available independently. Young children enjoy playing with the small world toys, such as the car park which has slides, lifts and petrol pumps. All items on this activity have buttons which makes a noise when pressed. As a result, their interest is kept for some time as they become engrossed in their play. Children have a good relationship with the childminder; they know the routine of the provision and follow it. For example, they know that shoes are not permitted in the house and remove them when they enter the childminder's home. Children choose their favourite stories and listen with enjoyment as the childminder reads them. Children with English as an additional language listen to the childminder, and confidently respond to her in their own language and in English.

Children develop their skills in problem solving as they play with the inset puzzles. As children under two fit the variety of shapes to the correct space they name them. For example, square and circle. Most of the young children know the order of numbers up to 10 and recognise colours, such as pink. Children go to the library with the childminder, they visit the park, where they play on the equipment provided, and attend soft play activity centres, where they play in the ball pool. As a result, children have good opportunities to visit different places of interest.

The childminder plans for children using a half termly plan. The planning has columns for unplanned child initiated activities; some of which have been recorded. Children's development is monitored in an observation record book; this includes the next steps for children's learning, but the childminder has not effectively linked the next steps. As well as this children's starting points are not recorded. Therefore, it is difficult to see how well information from observation and assessments are used, to ensure that children achieve as much as they can in relation to their starting points and capabilities.

The childminder liaises well with other providers delivering the early years foundation stage, she obtains information from teachers about what the children are doing then implements it into her service. The childminder works in partnership

with parents and includes them in their children's learning. For example, the reading programmes.

All children are included and valued during their time with the childminder; they are offered nutritious meals during the day and independently feed themselves as they sit in their high chairs. Children learn good hygiene practices from an early age. For example, they know that after each nappy change they must wash their hands and after lunch they brush their teeth.

Children are safe and secure in the setting and are well taken care of if they have an accident or become ill, because the childminder is trained in administering first aid. Further to this the childminder has a very good understanding of child protection issues and knows what to do if she feels a child is at risk. As a result, children are safeguarded.

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?	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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 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.