

Inspection report for early years provision

Unique reference number	EY231449
Inspection date	09/02/2010
Inspector	Kaldip Kaur Chaggar-Brown
Type of setting	Childminder

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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.

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Description of the childminding

The childminder has been registered with Ofsted since July of 2002 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision is open all year round except for the childminder's holidays. The childminder lives in a semi-detached house and the whole of the ground floor is used for childminding and there is a garden for outdoor play. The childminder lives with her husband and daughter in the Yeadon area of Leeds.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children make satisfactory progress in their learning and development, although there is room to improve the learning environment in which they play. The childminder has suitable systems in place to ensure the children's individual needs are met and they are kept safe. Partnerships with parents and others is satisfactory. The childminder has suitable systems in place to identify strengths and weakness in her provision, although there is room for further improvement. The childminder has the capacity to make continuous improvement to her provision of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- further develop ways to share information with parents about the provision
- ensure the fire evacuation procedures includes information as to how to evacuate first floor
- develop a challenging environment to ensure children have opportunities to extend and develop their language and communication skills
- look for ways to further identify strengths and weaknesses to improve the quality of provision.

The effectiveness of leadership and management of the early years provision

The childminder has all the required policies and procedures in place. She uses these to meet the needs of the children in her care, for example, she obtains written permissions from parents to administer medicines. The childminder has a

clear understanding of safeguarding and how to implement her procedures. She has undertaken child protection training and knows what to do if she has any safeguarding issues. The childminder has attended some training courses such as Story Telling. Both the childminder and her assistant have a first aid qualification.

The childminder has undertaken some self-evaluation to address the strengths and weakness in her provision, although this is mainly limited to risk assessments and identifying how activities are to be adapted to meet the differing needs of children. The childminder demonstrates that she has the capacity to improve her provision. For example, the recommendation from the last inspection has been implemented suitably. Risks to children are identified and appropriate action taken to minimise them. Although the childminder has a fire evacuation procedure in place, this does not include how children are to be evacuated from the first floor if they are sleeping.

The childminder works in partnership with parents, she provides them with adequate information about the Early Years Foundation Stage. This includes information about the complaints procedure and safeguarding. Parents are informed about their child's achievements and progress through regular discussions with the childminder. The childminder liaises with other providers of the Early Years Foundation Stage to ensure children do not receive duplication of activities. Resources available to children are used adequately to support children's progress, although opportunities are missed to create a more challenging environment where children can develop and extend their language and communication skills. Overall, the children are welcomed into the provision and the childminder promotes inclusion through discussion with parents and her knowledge of the children in her care.

The quality and standards of the early years provision and outcomes for children

The childminder has weekly routines in which she plans what activities are to be undertaken. She uses her observations to decide what children may be interested in. For example, if the weather is clear then a trip to the park is planned. Although the childminder records children's learning experiences and their next steps in learning, she does not always use this information effectively to influence her planning of activities and experiences for individual children. Parents are suitably involved in their child's learning and development.

The space used by the children is safe and the childminder has taken precautions to ensure the children's safety. The childminder develops children's understanding of being safe by asking questions such as, what happens if you go out of the gate? Children play with a selection of age- appropriate toys, which are accessible to them such as pop-up toys and activity centres. Toys and resources reflect positive images, including books about feelings which help children to learn about the needs of others. Children's skills for the future are developed through the use of electronic equipment such as programmable toys.

The children receive good interaction from the childminder, she is attentive to their

needs and is supportive of their play; for example, she spends time with the children asking where a character is on a pop-up toy. Children communicate well with the childminder as she recognises what they say to her. The childminder is aware of children's needs and how activities are to be adapted to meet the differing needs of the individual children. The children learn about sharing and listening to others as well as taking turns. They enjoy the social occasion when sitting and eating their meals at the table.

Outings to local parks, toddler groups and the Children's Centre are undertaken. As a result children are beginning to learn about their local environment. On local walks they experience the freedom to run in the park and climb on tree roots which challenges their physical development. The children ask the childminder why there was so much water and she explained that it was due to the snow melting. This is beginning to develop children's curiosity of why things happen. The children make friends with each other and learn to take turns when playing games. The younger children enjoy playing with stacking cups which the childminder counts as she builds them up developing their understanding of number.

Discussions about what healthy food is follows from the children's observation that tomato sauce is healthy. As a result the children are beginning to understand about being healthy. Children adopt healthy habits such as washing their faces after eating their meal. Appropriate systems are in place to ensure children who are unwell are cared for. Children are learning about boundaries through discussion with the childminder. This includes how to play safely indoors and out.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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