

Inspection report for early years provision

Unique reference number	EY291004
Inspection date	12/03/2009
Inspector	Linda Filewood
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 2004. She lives with her husband and children aged eight and seven years in Pudsey, a suburb of Leeds, close to shops, parks, schools and public transport links. Children have access to the lounge, dining kitchen, first floor bathroom and rear garden.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five years. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and nursery and attends several toddler groups on a regular basis. She 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 each child's individual needs well by exchanging relevant information with parents and the working relationship with the local nursery ensures that they receive continuity in their learning. She engages children skilfully in their play, interacts well with them and supports each child in making steady progress towards the early learning goals. Children's welfare is effectively promoted and they play in a safe and secure environment. However, the childminder fails to comply with regulation by not requesting written parental permission to the seeking of any necessary emergency medical advice or treatment, should it be necessary. She is starting to put systems in place to reflect on her provision and is looking at how any action taken would benefit the children in her care.

What steps need to be taken to improve provision further?

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

- make regular observations and assessments of each child's achievements across the six areas of learning and use these to provide relevant and motivating learning experiences that meet their individual needs
- continue to develop evaluation systems to monitor the quality of practice within the provision in order to improve the outcomes for children.

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare)

13/03/2009

The leadership and management of the early years provision

The childminder's home is welcoming and organised effectively to meet each child's play and physical needs. They have safe and generally easy access to age appropriate resources, promoting their confidence and independence. The childminder keeps parents well informed through discussion, diaries and children's profiles about their child's daily activities and achievements. There is a good range of written policies and risk assessments in place. These are clear, comprehensive and contribute suitably to the organisation of the setting and safety of the children, both on and off the premises. There are suitable procedures for the safe collection of children and the childminder's clear understanding of child protection procedures ensures they are appropriately protected at all times. However, the written emergency procedures do not give the childminder permission to seek any necessary emergency medical advice or treatment. This is required under legislation to safeguard the children's well-being.

Children benefit from the childminder's involvement in local childminding groups and nurseries. This broadens the range of the children's experience and increases the childminder's knowledge as she shares practice ideas with other professionals. The childminder is beginning to put systems in place to help her reflect on her provision in order to improve the quality of care and learning she offers. However, these are not yet sufficiently robust to clearly identify the strengths and weaknesses within the provision. The childminder has started to use parent questionnaires to obtain some feedback on her service and these show positive responses. She shows clear commitment to improving the range of opportunities for children to learn about the wider world, which was identified as an area for development at the previous inspection. For example, children enjoy the local environment and receive age appropriate explanations when they ask questions about differences. This helps them to satisfactorily develop knowledge and understanding about similarities and differences.

The quality and standards of the early years provision

Children play in a secure environment and they confidently to express their own needs. The childminder promotes equal opportunities satisfactorily and children make their own play choices from the broad range of resources available. Children's communication skills are developing well as the childminder interacts with children during play. They respond well to her, engage her in conversation and explain their models made from bricks, telling her, for example, that this one is a dinosaur and this one a monkey. Children receive appropriate praise and encouragement to motivate and develop their confidence. The childminder flexibly plans activities around fixed daily routines of visits, for example, to childminding groups, toddlers and nursery. Playing with larger groups of children supports children's social development and they learn to play cooperatively and share resources. The childminder's knowledge of each child ensures she provides play suitable for their development, based on their interests and they are making steady progress in their learning. She has made a clear start at adapting her already existing records of each child's activities and these now contain

photographs and observations linked to the Early Years Foundation Stage. However, observations and assessments of each child's achievements are few in number and do not cover all the six areas of learning. Therefore, they are of limited use when planning relevant and motivating learning experiences based on children's identified next steps in their development.

Children enjoy physical activity and are developing good control and coordination skills as they manipulate bricks to build a tower as big as themselves. They use mathematical language in play, encouraged by the childminder and sort items into size order by reducing the number of bricks in a stack. Children concentrate well and persevere to build another tower when one falls down. They request other items, such as cars, from the childminder to extend their play and then use the bricks to make a garage. Children's ability to count and recognise numbers is beginning to develop and the childminder incorporates this into play to consolidate their knowledge.

The childminder follows good procedures to prevent cross infection and older children are beginning to learn about how to manage their own health and hygiene. She supports their understanding of a healthy life-style through discussion and offers them attractively presented snacks of fruit. Young children are developing their awareness of travelling safely during the regular outings with the childminder to many local amenities. Older children enjoy using and colouring activity sheets which remind them of what they have learnt about road safety. All children benefit from practising fire evacuation procedures so that they are aware of what to do in the event of a fire and the childminder is sensitive to their concerns afterwards.

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?	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?	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?	2
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?	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?	3
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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