

Inspection report for early years provision

Unique reference number	EY295959
Inspection date	29/04/2009
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 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 2004 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 town house and the whole of the ground floor is used for childminding, there is a garden for outdoor play. Access to the provision is via steps to the main entrance. The childminder lives with her son, aged 6 years in Leeds. The childminder is registered to care for a maximum of five children at any one time and is currently minding three children altogether, all three are in the early years range. The childminder 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 promotes children's learning and development requirements. As a result all children are making satisfactory progress in their learning and development. Partnership with parents is good, ensuring children's welfare is promoted. The childminder has satisfactory systems in place to evaluate and improve her provision. Policies and procedures are reflective of the provision, however there is a weakness in record keeping. The learning environment is generally satisfactory. 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:

- to further develop individual planning to provide experiences that are appropriate for each child's stage of development
- ensure children cannot open the gate in the rear garden.

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

- obtain written permission from parents before administering medication to children.

08/05/2009

The leadership and management of the early years provision

The childminder has developed records, policies and procedures to ensure the needs of all children are met through inclusion. Records related to individual children's care needs ensure the childminder is aware of how to promote children's health and well being. Permission to administer medication is not in fully in place although the childminder has up to date information as to what can be administered. Records related to risk assessments are mostly effective and

minimise risks to children. However, the garden gate lock has recently been broken which has resulted in the garden not being used for outdoor play. Organisation of the premises ensures that children have access to toys and resources and they move around freely making decisions about their play.

The childminder has an effective relationship with parents which benefits the children. Records are completed before children start being cared for, so that the childminder can plan daily routines to meet children's individual needs. Parents have access to the provisions policies and procedures ensuring they are familiar with how their child is to be cared for. They are kept informed about their child's achievements and progress on a daily basis. The childminder has built a relationship with the local schools and nursery and is developing an ongoing dialogue to ensure there is continuity of learning and care for children.

The childminder recognises the uniqueness of each child and provides them with appropriate support to meet their needs. Children's welfare is prompted through meeting dietary needs and promoting fresh air and exercise. Children are taken on regular outings to places where they can run around such as parks and social gatherings and to toddler groups where they learn to socialise with others.

The childminder has attended training for the Early Years Foundation Stage and is seeking ways to improve her provision. She has undertaken self-evaluation and identified areas for further improvements. She demonstrates that she has capacity to make any necessary improvements. For example, recommendations raised at the last inspection have been carried out. The childminder now has leaflets and reference materials with regard to child protection. She has a suitable understanding of her responsibilities with regard to safeguarding children.

The quality and standards of the early years provision

The childminder has a satisfactory understanding of the Early Years Foundation Stage. She supports children's learning and development through both planned and unplanned activities. The childminder is developing satisfactory systems to ensure that all areas of learning are covered and that children have time to be active learners. The childminder has devised children's record files where she records observations made, linked to the areas of learning and what the next step in children's learning is to be. This information is used to ensure that children achieve as much as they can in relation to their starting points and capabilities. Parents are supportive of the childminder and are involved in their child learning as they follow up children's interests at home.

Children's health and well being is promoted and the childminder takes effective steps to prevent the spread of infection and takes appropriate action when children are ill. Children are learning about keeping themselves and others safe. For example older children learn that young children cannot eat whole grapes as they may be a choking hazard. They know to keep themselves safe when waiting to get into the car as they have to wait for the childminder to escort them down the steps. Children are beginning to learn how to behave when out as well as understanding how to share toys and resources with others.

Children are supported by the childminder as she gives individual attention as well as asking and answering questions. Children are encouraged to count how many eyes they have, to look at books and listen to stories. Children are beginning to understand about the world around them as they visit local places of interest. Children show independence when using the bathroom or drinking from an open beaker. Children enjoy physical exercise and they make good use of the trampoline and enjoy playing in the garden. Younger children are encouraged to stand up and bounce whilst the childminder is holding their hands.

Young children enjoy themselves with toys that pop up, the childminder effectively challenges them by placing toys just out of reach encouraging children to crawl further. All children enjoy making music with instruments and being creative when drawing. Children show pride in what they have done whether it be an Easter bonnet or a drawing. The childminder develops children's language from a young age. For example, young children are encouraged to use their voices as they babble away and the childminder reads stories to children showing them that script has a meaning.

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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