

Inspection report for early years provision

Unique reference number	EY296246
Inspection date	17/03/2009
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 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 2005. She lives with her family in Robin Hood, a village between Leeds and Wakefield, close to shops, parks, schools and public transport links. The whole of the ground floor and one nominated upstairs bedroom are used for childminding purposes. There is a secure garden suitable for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child under five years. She also offers care to children aged over five years 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 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 good. The childminder provides a welcoming environment where each child is safe, secure and happy. She ensures she gains a clear understanding from parents of children's daily routines, particularly around changing sleep patterns, in order to fully meet their individual needs. Parents receive plenty of information in a variety of ways about their child's day and their activities. The childminder's excellent understanding of maintaining a healthy lifestyle has a significant impact on the children's good health. All areas for development which were identified at the previous inspection have been satisfactorily addressed, improving the children's safety and the written policies that underpin the childminder's practice. The childminder has some systems in place to help her reflect on her practice and identify further areas for improvement so that she can continue to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- analyse observations to help in focussing planning for the children's next steps
- consider ways to reflect on practice by including parents, in order to improve the outcomes for children.

The leadership and management of the early years provision

The childminder obtains an accurate picture of the child and their family prior to admission and keeps clear, well maintained records. An extended range of clearly written policies and procedures, which she shares with parents, support the

children's welfare, care and learning well. The policy on equality of opportunity in particular, shows how the childminder will effectively challenge inappropriate attitudes and encourage children to value and respect others. Parents receive good information about the childminder's provision and their child's care, learning and development as she communicates with them very effectively. This contributes successfully to providing continuity in each child's care. The childminder cares for a low number of children at any one time, thus offering each child a high level of adult support and interaction.

The childminder values outdoor play as much as indoor play and children experience a good range of activities, including painting and colouring in both environments. She is continuing to improve her outdoor play space so that children have increased opportunities for garden games. Indoors, drawers and boxes of equipment are at low level so that children can find the resources that they need independently. This gives them good, free choice in their play. The childminder is beginning to think about the way she works and develop systems to focus her reflection on areas to further extend children's enjoyment, care and learning. At present, parents have little opportunity to participate in the process, for example, through parent questionnaires.

The childminder safeguards and protects children's welfare competently. She has good safety procedures and documentation, such as, written risk assessments and accurate accident and medication records in place. The childminder has a current first aid certificate and is updating her knowledge of child protection issues by attending further training. Children now practise the fire drill regularly, which was recommended at the last inspection, satisfactorily increasing their awareness and safety in the event of an evacuation.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals as the childminder organises her space, time and resources well to maximise each child's learning potential. The childminder effectively documents children's learning through evaluative observations and photographs. She regularly shares them with parents so that they are fully aware of their child's achievements. The monthly summary in each child's profile shows the planning for the next steps in their development. However, the childminder does not make efficient use of the information gained through the previous month's observations to help her in focussing the planning for the next month. The childminder plans daily routines and activities around her good knowledge of the child, their individual interests and stages of development. She ensures that she gives each child, including her own children, equal attention and they are all equally valued in the setting. Children enjoy a very good variety of activities and play opportunities across the six areas of learning. Young children enjoy regular visits to play with other children, which fully support their social development and they learn to play cooperatively with children of a similar age.

Young children are becoming increasingly able to use their language and communication to convey their own thoughts and needs. This helps them develop

skills that contribute to their future economic well-being. The childminder responds positively and encouragingly to children's non-verbal communication, recognising, for example, when they want the music put back on. She sensitively encourages young children's emergent language skills and they thoroughly enjoy joining in with the actions in familiar songs by clapping their hands and dancing to the music. Young children are confident to play on their own and become absorbed in small world figures, which they examine carefully before continuing their play. They manoeuvre easily alongside cars when pushing them around the room and are engrossed in the activity. The childminder uses shelves to attractively display a good variety of books for all ages. This encourages children to choose them to look at and gives them confidence and independence. Young children are becoming increasingly dextrous at turning over the pages and enjoy sitting with the childminder for a while to listen to a story. Gentle reminders from the childminder teach them to look after their resources. They learn to play safely when she explains that they could trip on the books on the floor and hurt themselves.

The childminder promotes children's health and well-being exceptionally well as she gives high priority to healthy eating and offering children foods that are good for them. She serves nutritious home cooked meals and is meticulous about the content, particularly the sugar content, and origin of the food she serves. There is an excellent promotion of good hygiene routines within the setting, which significantly reduces the risk of cross infection. Children have plenty of exercise and fresh air during walks to school and back, trips to local parks and soft play facilities which fully support each child's physical development.

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.	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?	3
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?	1
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.