

Inspection report for early years provision

Unique reference number	EY308077
Inspection date	26/02/2009
Inspector	Abigail Caroline Cunningham
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 husband, three son's and child aged 11 years in the Gledhow area of Leeds. The family have a rabbit and a guinea pig as pets. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She can also offer 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, she holds a level 3 childcare qualification and 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 is working particularly well to ensure all children are included and their individual needs are fully met. The children are kept safe at all times, they enjoy learning and are making good progress, given their age, ability and starting points. Self-evaluation is effective in identifying strengths and weaknesses and the childminder is able to demonstrate how she has worked hard to make improvements to her provision. The childminder has also developed positive links with the children, parents and school.

What steps need to be taken to improve provision further?

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

- implement systems to ensure that there are no gaps in the children's learning
- provide regular opportunities for children to link sounds to letters.

The leadership and management of the early years provision

The childminder discusses all aspects of practice with parents during initial meetings. In order to get to know the parents and children, the childminder encourages parents to bring their child along to settling in visits. Further information is available through a parents' information file, which contains a copy of the childminder's policies and training certificates. As a result, the childminder knows the children and their families very well and is fully aware of the children's backgrounds, individual needs and abilities. Feedback from parents is very positive, as numerous positive parent questionnaires can be seen within the childminder's file. Permission from parents is in place so that other childcare providers can share important information with the childminder, which can be successfully passed on to parents. The childminder has developed close links with the local school, for example, she speaks to the school staff on a daily basis and reads all the newsletters which are sent home. Also, after each parent consultation at school,

the childminder organises a meeting with parents to establish new ways of working together, to help their child develop further, such as providing children with opportunities to recognize their name.

The childminder is able to demonstrate how she has made improvements to provision, for example, in order to improve the children's welfare, learning and development outcomes. The childminder has increased her knowledge and understanding of the Early Years Foundation Stage requirements through attending initial training, she has also read and understood all the related documents and has introduced children's assessment records. Self-evaluation takes into account the views of children and parents and is effective in identifying strengths and priorities for development.

Comprehensive written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted, for example, the complaint and child protection procedure is shared with parents. The childminder has previously completed child protection training. She knows the possible signs and symptoms of abuse, the reporting procedure and has local safeguarding contact details readily available. In order to keep up-to-date with safeguarding issues, she reads relevant information, such as the leaflet 'what to do if you are worried the child is being abused'.

The quality and standards of the early years provision

The childminder takes thorough steps to ensure the children's safety both inside and outside her home and comprehensive written risk assessments are in place and these are regularly reviewed. Fire safety is promoted well, for example, smoke detectors are fitted to each level of the house, a fire blanket and carbon monoxide detector is sited in the kitchen and fire drills are regularly practised with the children, therefore, the children are familiar with the routine.

The childminder has a thorough understanding of how children develop and learn. For example, she has completed a level 3 childcare qualification and initial Early Years Foundation Stage training, which is clearly reflected in the planning and assessment records. The children's development records clearly linked to the six areas of learning, they show the children's approach to learning, their achievements, progress and they also show planning for individual next steps in learning. However, systems have not yet been implemented to ensure that there are no gaps in the children's learning. The childminder plans an interesting range of activities for the children, which are mostly based on the children's individual interests, such as making animal pictures. The childminder also covers the occasional theme, such as Chinese New Year. Plans are versatile and respond to what the children want to do, therefore the children have a positive approach to learning.

The children settle well, they independently select and carry out activities and can assert their own needs and preferences. They have good opportunities to be involved in messy and creative activities, such as painting, sticking and playing with corn flour. As a result, the children confidently use one handed tools and

equipment and more able children can write their own name. The children enjoy joining in with number games and can count, match and name numbers successfully. The childminder has a good range of quality books, which are well used and popular with the children. As a result, children are developing a love of books and enjoy listening to their favourite stories, such as 'Aaaarrgghh spider'. However, there are missed opportunities for children to link sounds to letters.

The children are beginning to develop positive attitudes to others. This is because the children learn about different celebrations, such as Easter and Chinese New Year. The children regularly go out for walks in the local and wider community, for example, to the shops, park and farm. The childminder has a consistent approach to managing children's behaviour, which is reflected in her behaviour policy. Children are rewarded for their positive behaviour through the use of positive attention, praise, encouragement and stickers. As a result, the children are well behaved, for example, the children cooperate with familiar routines, such as tidying the toys away.

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.	2

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 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.