

Inspection report for early years provision

Unique reference number	EY319237
Inspection date	29/04/2009
Inspector	Jacqueline Patricia Walter
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 2005. She lives with her husband and two children aged five months and four years. They live in Altofts, near Wakefield, which is in West Yorkshire. The provision is close to shops, parks and transportation links. The front room on the first floor and the whole of the ground floor of the childminders house are used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding six children in this age group. She also works with two assistants and 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 and takes children to local schools and nurseries .

She is a member of the National Childminding Association and the Wakefield District Childminding Association. She also has a National vocational Qualification Level3, in Children's Care and Learning.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A wide range of stimulating activities and resources is provided, which gives children good experiences and opportunities in which to develop their skills and learning. Children's individual health needs and their safety is promoted very well and they are making appropriate progress in their learning and development. However, there are weaknesses regarding the implementation of the planning and assessment systems, which means not all children are at present fully supported in reaching their full potential in all areas of learning. Partnership with parents and other agencies are effective in ensuring that the individual care and learning of all children are fully met. The planning for improvement is good overall, which ensures that priorities for future development are identified and acted on. However, it does not currently include the opinions of the provision users.

What steps need to be taken to improve provision further?

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

- continue to develop and implement the observation systems to help children progress in all areas of learning and to reflect their individual needs
- further develop the systems to self evaluate the provision, particularly with the provision users.

The leadership and management of the early years provision

The environment and documentation is organised very effectively. For example, all required records are fully maintained, assistants are asked to read policies, procedures and complete training in first aid, which means they are fully aware of their roles and responsibilities. This in turn, underpins the overall care of children well. Inclusion is promoted well, with younger children being encouraged at all times to join in with activities. For example they enjoy drawing at the table with older children and are included in cuddles, even when the childminder is dealing with her own particular children. The childminder has a good understanding of protecting children from child abuse. She is fully aware of signs and symptoms in all four areas of abuse, records are held of existing injuries and concerns and she is confident in knowing procedures to follow when concerns are raised. As a result, children's welfare is safeguarded well.

There are friendly and very professional relationships in place with parents, which effectively helps to promote children's care and learning. A wealth of good quality information is consistently shared on aspects of the setting and the Early Years Foundation Stage (EYFS). For example, parents are able to take home and read at their leisure the policies, a monthly newsletter keeps them informed on changes, such as the EYFS and the childminder completes an induction form to ensure all information is shared at initial meetings. Very good information is collected from parents to ascertain children's starting points in their learning and children's progress and achievement is shared well through daily conversations, a daily journal for new and young children. The childminder is also in the process of implementing a monthly summery sheet regarding individual learning. Appropriate partnerships in the wider context, are also used to promote the children's learning and care. For example, the childminder has found out the learning plans of a school and provides activities that complement this learning.

The childminder uses some good methods to evaluate her setting and identify strengths and weaknesses. For example, she has visited local nurseries, schools and a children's centre and devised and completed actions written down on her action plan. In addition to this, appropriate actions have been taken to successfully address previous recommendations, which in turn has successfully improved the quality of learning and health of children. The childminder has also undertaken some additional training opportunities to develop her own knowledge and skills. However, she has not had time to complete a self evaluation form and to seek views from the users of the provision.

The quality and standards of the early years provision

The childminder provides a stimulating child friendly learning environment that successfully helps children of different ages and abilities progress towards the early learning goals. There are good opportunities for independence and choice making, such as children being able to choose what fruit they want for their snacks. They are also able to easily select their activities from an organised play room where resources are attractively arranged and labelled in low level draws and boxes.

Procedures for promoting health are good and their individual needs in care are fully supported through working effectively with parents and implementing specific wishes and requirements. For example, both the childminder and her assistant have completed training so that medication can be administered that requires technical knowledge. Extremely good steps are taken to safeguard children and develop their understanding of health and safety. For example, the fire authority is invited to the setting to check equipment and talks to children and fire drills are practiced with the help of an assistant ringing the setting on an ad-hoc basis, which allows staff to implement drills that are as life-like as possible. In addition to this, there are posters displayed that help to develop children's understanding of healthy food and they go shopping with the childminder to buy fruit and vegetables.

There is a wide and stimulating range of activities and resources that reflect all areas of learning and the childminder and her assistant interact well with children. For example, they allow younger children in particular, time to develop confidence by investigating and exploring the space and resources independently. She encourages young children to use their senses well. For example, a treasure basket of natural materials is available and children can enjoy activities, such as hand printing with paint. In addition to this, her good awareness of children's individual interests is successfully used to extend and develop their knowledge. For example, their knowledge and understanding of numeracy, creativity and finer motor skills is promoted, through counting, naming colours and drawing pictures of particular interests, such as cars and trains. Children's communication language and literacy skills are also promoted well. The childminder explains to them what she is going to do, which helps them to associate words with actions, she and her assistant use open ended questions that encourage them to think and focus and more able children are given regular opportunities to read and write. For example, they find their names on coat hangers and enjoy practicing letters formation on wipe-clean activity sheets. The childminder demonstrates that overall she has a good understanding of how to plan and assess children's development. Having returned to work in January 2009 she has only just begun to implement her systems in order to help them work towards the early learning goals. For example, she has started to record some informal observations, identifying what children know and their next steps, and is beginning to plan activities, which meet their individual learning needs through topics and themes. However, the assessment system is not being fully implemented yet for all the children and there are no systems in place to ensure that children are being assessed in all areas of learning.

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?	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?	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?	3
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
--	-----