

Inspection report for early years provision

Unique reference number	EY341402
Inspection date	02/02/2010
Inspector	Lindsay Helen Dobson
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives with her husband and two children aged six and two years in Bramham, Leeds. The ground floor of the childminder's house is used for childminding and consists of a living room, conservatory, dining room, kitchen and toilet facilities. The childminder also uses the two children's bedrooms on the first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time. There are currently two children on roll, of which one is in the early years age range.

The childminder takes and collects children from local schools. She attends local parent and toddler groups and visits the park and library with the children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the childminder's welcoming and inclusive home. Children enjoy their time with the childminder and engage in a variety of stimulating play opportunities. As a result they are making good progress in their learning and development. Good partnerships with parents and other providers of the Early Years Foundation Stage (EYFS) have been established and effective systems are in place for sharing information. Overall, the majority of documentation to support the childminder's practice is well organised and effective. The childminder demonstrates an enthusiastic and positive attitude towards her provision. She is targeting future plans for continuous improvement through her developing systems of self-evaluation.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment for the home so that it includes information on the specific risk identified, the action taken to minimise this and the date of review (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 16/02/2010

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

- ensure all policies and procedures are updated in line with the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The childminder safeguards children's welfare effectively. She is well organised and has all the required records in place that promote children's health and well-being. All adults in the home are suitably vetted. The childminder has a clear understanding of her responsibilities towards the children in her care and is familiar with the steps to take if she has concerns about a child. She is booked on an additional safeguarding training course to further enhance her knowledge and keeps a range of supporting literature, which is also available to the parents. The childminder organises space and play resources well, which enables children to safely engage in a good variety of play experiences. In addition, she actively engages and challenges the children, taking into account their individual abilities and preferences.

Effective risk assessments are completed for outings and detailed checklists are completed each day for the home and garden, enabling the childminder to put measures in place to safeguard children, both indoors and on outings. However, the risk assessment checklist for the home is not in line with the requirements of the EYFS, as it does not contain sufficient information, this is a breach of regulations. The childminder has started to self-evaluate her service; recognising her key strengths and areas for improvement. She has involved the parents and children in this process to ensure it is fully inclusive. The childminder has booked herself on several training courses to further develop her practice and improve the outcomes for children. She displays a very positive attitude towards developing her own abilities and the continuous improvement of her setting.

The childminder provides a service that is inclusive for all children and their families. Children have access to a range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them. Parents are provided with a wealth of information about the setting. The childminder has developed a portfolio, which includes information about herself, her family, the previous inspection report and a full range of written policies and procedures. These documents are shown and discussed with parents at the first meeting. Parents take the policies home, helping to build good working associations and a mutual understanding, from an early stage. However, some documentation does not yet fully reflect the changes to the EYFS and potentially gives misleading information to parents. The childminder works closely with parents to meet their children's individual needs. Parents are kept well informed of their children's daily activities and developmental progress through discussion and written sheets. The childminder has established good links with other providers of the EYFS, to ensure children's needs are met, provide continuity of care and to enable her to provide consistency and compliment their learning intentions.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the childminder's home. They show a strong sense of belonging, as they confidently move around and independently help themselves to toys and play materials. Children are beginning to learn about keeping themselves safe, as they are reminded to sit down carefully on the dining chairs, learn about road safety on outings and regularly practise the evacuation drill from the house. They adopt simple, good hygiene routines, as they wash their hands before meals and after using the toilet. Children are provided with individual towels, which helps to prevent cross infection. Children learn about healthy foods and drinks, as they are offered wholemeal bread sandwiches for lunch with salad vegetables and fruit. The childminder provides a range of varied home cooked teas for the children, which she also links into her cultural celebrations and uses to raise the children's awareness of diversity. Children can freely access drinks during the day. A healthy lifestyle is further encouraged as the children have opportunities for daily exercise and fresh air; playing in the childminder's garden or going on outings to the local park.

The childminder has developed an information sheet, which parents complete to help gather information about the children's starting points. The childminder observes the children at play and uses this information to chart their development and plan their next steps in learning. The children have individual development files, which include written observations, photographs and examples of their artwork, showing their enjoyment and developmental progress. The childminder provides good support, ensuring children's personal and learning needs are met. She spends time with the children and follows their interests and their direction of play. The childminder has a good understanding of children's individual needs and values their uniqueness. She shares warm relationships with the children. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop.

Children are able to access resources and engage in activities which promote their all round development and cover all areas of learning. Children are currently enjoying sustained play with a small world kitchen. They make meals and drinks for the childminder and inspector, such as, soup with bread, pizza and coffee. Children chatter as they play and talk about the drinks and food being hot. Children are also very interested in technology and develop their keyboard and mouse skills, as they use the child sized laptop computers, following the instructions on the screen. The games they play develop their understanding of letters and numbers. Displayed in the childminder's home and in each child's file are examples of the arts and craft activities they are involved in. They have recently made a display on the childminder's kitchen wall titled 'winter wonderland'. Children have drawn pictures of igloos and snowmen; they have used scissors with skill to cut the pictures out and have attempted to write the words associated with the pictures.

Children are encouraged to respect differences, develop social skills and show consideration for others through positive role modelling and by encouraging good

manners. Children develop their social skills further as they share and take turns with their friends. They receive positive praise for their efforts and the childminder has implemented the use of stickers as a reward for children. Children are continually developing skills for the future and are well supported, using a wide range of learning resources.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 16/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment) 16/02/2010