

Inspection report for early years provision

Unique reference number	EY360401
Inspection date	24/06/2009
Inspector	Jane Elizabeth O'Callaghan
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 2007. He lives with his wife and three children, aged 11 years old, eight years old and six years old, on the outskirts of Leeds. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of five children under eight years old at any one time and is currently providing care for eight children in the early years age group and one in the compulsory childcare group. When working with another registered childminder, he may care for a maximum of eight children under eight years old at any one time.

The childminder collects and takes children to local schools, visits parks and local places of interest. He has two tortoises as family pets.

The childminder 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 promotes many aspects of children's welfare and development with success. The childminder completes children's profiles, however, these contain limited information. Children enjoy ample play space both indoors and outside and they choose what they want to play with from a wide variety of toys and equipment. Partnership with parents is valued and promoted, with regular verbal exchanges of information. A selection of written policies are available to support child care practice, however, some records need amending in line with the Early Years Foundation Stage requirements. The childminder is aware of his particular strengths and weaknesses, although he does not carry out any formal monitoring or assessment.

What steps need to be taken to improve provision further?

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

- review policies and procedures to reflect changes to new legislation
- introduce a self-evaluation system to monitor the provision and identify key strengths and areas for improvement
- obtain more detailed information from parents about children's starting points and capabilities and develop planning, observation and assessment to promote children's learning across all areas

The leadership and management of the early years provision

The childminder provides a safe and secure environment and children become aware of their own safety. Children are fully involved in learning about road safety and fire evacuation procedures. Comprehensive risk assessments have been established to ensure children are cared for in a hygienic and safe environment. The childminder has completed risk assessments for all of the outings he engages in. Children's welfare is safeguarded, as the childminder has good knowledge and understanding of child protection issues.

The childminder is aware of his strengths, for example, his very good interaction with the children and this is beginning to reflect on how he could improve his practice. For example, he acknowledges that, although he knows the children well, he does not have an effective assessment system in place to monitor next steps in children's learning, starting points, planning and children's profiles are still in the early stages of development. The childminder has no recording of a self assessment system, in order to improve the care and provision provided for children. He has taken appropriate steps to meet the recommendations made at the last inspection. For example, he now holds a current first aid paediatric certificate. The childminder has clear written policies and procedures in place, to support his practice in relation to children's safety and welfare. However, some policies and procedures do not reflect changes to new legislation.

Partnerships with parents and carers are effective in supporting children's care and learning. Daily discussions with parents, provides the opportunity to share any concerns about their children's progress and to identify areas of their children's learning, which they feel may need additional support. The childminder has begun to build links with other care settings who deliver the Early Years Foundation Stage. The childminder supports the provision of an inclusive environment. He welcomes children from other cultures and who have English as an additional language and seeks information about their home languages and cultures, so that he is more able to reflect these within the provision. For example, the childminder and the co-minder cared for a child from a different culture and worked with parents and the school.

The quality and standards of the early years provision

Children enjoy their time with the childminder. There are a good range of easily accessible and well-maintained toys to promote purposeful play and these are rotated regularly. The learning environment is organised well to meet the needs of the children. The childminder organises his time to give children individual attention, so that each child feels special and valued. He provides good support to children as they play, making acceptable use of incidental opportunities to consolidate their knowledge of colours, shapes and counting. For example, children play with the coloured dough, choose the colours they want and recognised colours of blue and yellow. They confidently use the dough tools of rollers and cutters and know when they have made triangles and circles out of the dough.

Children are taken on regular trips into the local community, where they visit the library, toddler groups, parks and walks in the local environment. Children enjoy regular outdoor play opportunities, with a wide range of activities available in the garden. For example, the childminder makes an obstacle course of cones and all children manoeuvre confidently around them telling him that they are going round in circles. The childminder also encourages children to play on the computer and they take turns to play games on it with supervision and also permission from parents.

The childminder actively promotes an inclusive environment, as children are beginning to develop an awareness of diversity and learn about others, as they explore similarities and differences within their peer group. The childminder provides a good range of resources to reflect all areas. For example, books, dressing up clothes, small world figures and jigsaws. The childminder also encourages children to celebrate festivals and with the aid of the co-minder, they develop children's knowledge of the wider world.

Children are provided with a warm and caring environment. Positive relationships between the childminder, parents and children, allows children to feel happy and settled in the childminder's care. Children show care and consideration for others. For example, they share the musical instruments and older children show younger ones how to play the mouth organ. Children are encouraged to be well behaved and to take turns and share as they play. When necessary, the childminder intervenes in minor disputes in a calm and fair manner.

Children's health and well-being are promoted, as they are encouraged to talk about what they would like in their sandwiches and they enthusiastically ask for tuna, ham and cheese and then talk to the childminder about how healthy the food is and tell each other where tuna comes from, 'it's a fish and lives in the sea' an older child tells all the other children. The children have a good understanding of the reasons for personal hygiene and the benefits of healthy eating. For example, they know that washing their hands prevents the spread of germs and tell the childminder that he must wash his hands after changing a younger child's nappy. Children's understanding of how to keep themselves safe are well promoted through appropriate discussion and simple explanations of how to practice fire drills and to cross the road safely. The childminder encourages children to be independent, whilst explaining the need to be careful.

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

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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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