

Inspection report for early years provision

Unique reference number	EY368341
Inspection date	07/07/2009
Inspector	Shazaad Arshad
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 has been registered since 2008. She lives with her partner and two children, aged 10 years and 20 months in Swardcliffe, Leeds. She is registered to care for a maximum of five children under the age of eight years. She currently cares for two children on the Early Years Register on a part-time basis. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. At present, the childminder is caring for one child over the age of five years and currently works with an assistant.

All ground floor rooms are used for childminding purposes with an upstairs toilet. There is an enclosed rear garden which is used for outdoor play. The house is within walking distance of local amenities, such as schools, the library, shops and parks. The childminder takes children to and from school as well as to places of interest 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 provides a welcoming and caring environment for children. Her sound knowledge and understanding of the children in her care ensures that children's individual needs are met and their welfare promoted. Children are provided with good opportunities to extend their learning through play. They are kept safe and secure and are able to access a very good range of quality resources with independence and safety. However, fire evacuation procedures are not carried out on a regular basis. Effective links with parents and other settings promote continuity of care and education. The childminder maintains continuous improvement through her commitment to training and meeting all previous recommendations.

What steps need to be taken to improve provision further?

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

- continue to develop the risk assessment arrangements
- continue to develop the process of self-evaluation
- continue to develop the profiles to clearly show the children's starting points and the links to their continued next steps.

The leadership and management of the early years provision

Children benefit from a well organised inclusive setting where their individual needs are clearly identified and met. The implementation of mandatory documentation as well as a wide range of detailed policies and procedures successfully promote children's health, safety and welfare. Risks to children are managed and eliminated through the use of basic written risk assessments and daily visual checks. Fire evacuations are practised on a regular basis which

develops children's awareness of what to do in such an event. The childminder has a good understanding of her responsibilities in keeping children safeguarded through previous training and detailed policies. She has very recently started to self-evaluate her provision and her targets for improvements. For example, by booking training courses on risk assessments and letters and sounds. In addition, she has successfully met the previous recommendations through the introduction of treasure baskets and positive images of equality, thus ensuring continuous improvement.

Toys and resources are effectively deployed and easily accessible to all children who attend; this allows children to be independent thinkers and learners. The childminder has developed very good working relationships with parents who receive their own information pack which includes all policies and procedures used to underpin the running of the provision. Parents are meaningfully involved in their child's learning through written suggestions of activities they can do at home to extend learning and daily access to children's progress files. Children attend a weekly group which supports young children in their learning, through a range of planned activities. This helps to ensure consistency and continuity in the play and learning opportunities offered to children.

The quality and standards of the early years provision

Children are very well supported in their learning through a well organised learning environment and provision of a wide range of interesting activities and hands on experiences, which encourage children to be inquisitive, active learners and thinkers. For example, children help to locate play items to develop their interest in mechanical items, such as the yellow digger. The childminder interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. She further extends children's thinking through appropriate challenges. For example, she encourages children to complete complex jigsaws whilst also promoting their understanding of how sounds link into letters. Toys are stored in boxes which are labelled with accompanying pictures to promote children's awareness of how information can be relayed through print. In addition, memory cards are used to aid children's thinking of past items and events.

Children are provided with a very good range of resources to ensure they receive an enjoyable and challenging experience across all areas of learning. They are able to play cooperatively together and show good concentration skills. The childminder has a very good awareness of how children learn through play. She uses written observations to monitor and assess children's progress and has introduced individual files to record children's progress through the use of photographs and written comments. However, the profiles do not clearly show children's starting points or their next steps. Children's understanding of diversity is well promoted through a range of resources. For instance, books depict other languages and children have access to jigsaws and small world figures which help to raise awareness of disability and other cultures.

Children are happy and settled and their self-confidence and self-esteem are

promoted through lots of praise as well as the close working partnership between the childminder and their parents. An effective written sickness policy helps to prevent the spread of infection through informing parents not to bring children if they have an infectious childhood disease. A written policy for lost or missing children, as well as the wearing of visibility vests, ensure children are kept safe when taken on outings. Children are well behaved and encouraged to develop the habits and behaviour appropriate to good learners through following set rules.

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?	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?	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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