

Inspection report for early years provision

Unique reference number	EY387219
Inspection date	12/05/2009
Inspector	Thecla Grant
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 2008. She lives with her husband and their three children aged six, four and one year in the Roundhay area of Leeds. The whole of ground floor of the childminder's house is used for childminding and an enclosed garden is available for outside play. The childminder offers care for children from Monday to Friday from 07.00 to 19.00.

The childminder is registered to provide care for a maximum of three children under eight years at any one time, of whom no more than one maybe in the early years age range. The childminder is currently minding one child in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is currently a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder organises her setting to ensure resources are available to all children. She makes sure policies and procedures are available to and understood by all parents, and works well with them to meet their children's individual needs. Effective steps are taken to safeguard and promote children's welfare although not all children have a clear understanding of emergency procedures. Improvements made are continuous and have had a positive impact on the quality of the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- make sure the regular evacuation drills carried out are clearly understood by all children.

The leadership and management of the early years provision

The childminder strives to provide high quality childcare and education, she provides a welcoming environment with enough natural light and resources for children to enjoy their time at her setting.

The childminder shows her commitment to training by attended relevant training courses and workshops to positively promote the welfare of the children, such as, food hygiene and first aid training. Further to this the childminder positively promotes children's good health and well-being by taking necessary steps to prevent the spread of infection.

The childminder effectively monitors her setting through regular quality checks

using risk assessments to identify and eliminate risks. She competently involves parents in the evaluation of her setting through parents questionnaires and has successfully implemented suggestions made by them. The childminder has a clear understanding child protection issues and procedures and has very good systems in place to safeguard children.

Parents are well informed about their children's achievements and progress and are encouraged to share what they know about their child, particularly when the child first starts to attend. The childminder appropriately liaises with schools, she adapts their curriculum to ensure children's progression and continuity of learning. All records required for the safe and efficient management of the childminder's setting are maintained and meets all children's needs.

The quality and standards of the early years provision

The childminder creates a stimulating environment that offers children a range of activities to encourage their interest and curiosity. Children's designing and making skills are enhanced as they add natural resources with their construction toys to build bridges and balance bricks to test the strength of the bridges they have built. The childminder ensures the progression and continuity of learning and care by extending topics children are learning about at school. For example, by adding round-a-bouts to the construction activity. Children are well supported by the childminder and their language for thinking is developed through discussions about things they have learnt with her. Children are learning about differences through different cultural foods and enjoy their discussion about the dragon fruit, it's colour and it's taste. As a result, the learning environment helps children to progress in their learning and development.

Children are confident in the childminder's home, they have built good relationships with each other and share the resources well. Children make connections between different parts of their life experience, remembering when they lived in another town and visits they made to a castle and museum. They develop their imaginative play with the trains and other vehicles have races with the vehicles seeing which is the fastest 'one, two, three go' they say then let the cars go to see which one wins. Children are aware of their personal hygiene, for example, they know that they need to wash their hands after coming in from school and why they need to wash their hands before eating. They also know that the small flannels are used only once to dry their hands.

Information from observation and assessment are used sufficiently to ensure children achieve as much as they can in relation to their starting points and capabilities. Further to this the childminder uses questionnaires for the older children to find out about their interests.

Children are developing awareness and understanding dangers and how to stay safe. For example, they know about stranger danger and road safety. The children also learn about the emergency evacuation procedures for the childminder's home, however, this is not effectively understood by all children. Children are well looked

after if they have an accident or become ill whilst at the childminding setting because the childminder is trained in administering first aid.

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?	3
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?	3
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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