

Inspection report for early years provision

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Inspection date	03/10/2011
Inspector	Jane O'Callaghan
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.

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Description of the childminding

The childminder lives with his wife and two children aged six and two. His childminding service operates from his parents' semi-detached house in the village of Sherburn in Elmet on the outskirts of Leeds.

The childminder works with another childminder at the same premises. Only the annex of the home is used for childminding purposes. This consists of two playrooms and toilet facilities, all on the ground floor. The garden at the premises is not registered for childminding purposes but children are taken to the local parks for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of six children under eight years when working on his own and a maximum of ten children under eight years when working alongside another registered childminder at any one time. He currently has seven children on roll and of these six are in the early year's age range and four children are in the compulsory childcare group.

The childminder walks and drives to local schools to take and collect children. He attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder builds sound relationships with parents through discussions and settling-in visits which ensures that she gathers information on each child's routines and individual care needs. Although access and contribution to children's profiles for parents are limited. The children are settled and comfortable with the childminder who takes measures to ensure their welfare and safety in all areas of the setting is sound. The childminder has limited systems in place to help him monitor the children's progress and to identify areas for further improvement of his childminding service. Children are cared for in a welcoming and inclusive environment.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points and next stage of development is recorded to identify their progress
- provide opportunities for parents and carers to access and contribute to children's individual learning and development records
- develop a self-evaluation system to identify strengths and weaknesses of the setting and to monitor own areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding issues and a written policy is in place. He is able to recognise the signs and symptoms of abuse and there are phone numbers in place of whom to contact if there is a concern. The childminder has also attended an online course in relation to safeguarding, to keep him up to date with procedures in this area. He keeps a record and monitors existing injuries and accidents. The childminder conducts risk assessments of all areas of the home and also outings that the children go on and has a record of these and also reviews these regularly. He maintains a first aid certificate, enabling him to care for children in an emergency situation and has first aid boxes to hand.

The childminder ensures that parents receive a copy of all policies and procedures to read, he encourages parents to have a settling in session for their children when they begin with him, should they require one. He works in partnership with the children's parents and friendly relationships are established, with the sharing of information. There is plenty of verbal communication when children come and leave the setting. The childminder ensures that parents are aware of their children's learning journals, which contain some photographs of activities they are involved in and also pictures that they have done. However, they are not given regular opportunities to contribute to these. The childminder is beginning to build suitable links with other settings that children may attend who provide the Early Years Foundation Stage.

The childminder identifies some of the areas of improvement; however, his self-evaluation is not yet fully developed to provide continuous improvement in the provision. The childminder makes appropriate use of the space available for the children to move around and they can access a suitable range of toys and activities. The environment is welcoming and inviting to children of all ages and they are encouraged to join in. The childminder ensures that children are made aware of the wider world and community around them. For example, they celebrate festivals and have a selection of resources to support their understanding of diversity.

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

Children are content and happy at the childminder's home. Children recognise the different crayons that they use as they are shown by the childminder how to colour the pictures of the emergency services and hold the crayons confidently. Younger children press the buttons of the telephone and along with encouragement from the childminder pretend to talk into it. They also have fun sitting on the trucks and riding them back and forth through the lounge and dining room and then run and jump onto the toy zebra and laugh with their friends as it bounces up and down. The childminder ensures that children receive daily outdoor play through regular visits to the nearby parks and they also learn to socialise at soft play centres and Sure Start nurseries. Children's literacy skills develop through a suitable selection

of books and magazines. They sit with the childminder and name the characters in them and also have visits to story time at the library, where they can choose books to bring home.

The childminder ensures that children are cared for in a safe environment. For example, sockets are protected; locks on the kitchen cupboards, sited fire blanket and the practising of regular fire drills. Children learn about the emergency services through talks from the childminder and also about how to cross the road safely when out and about.

The childminder ensures that children develop satisfactory hygiene procedures; he uses wet wipes on younger children's hands, whilst more able children use disposable paper towels before they have their lunch. Meals are cooked on the premises and at snack time children have fruit and raw vegetables that they have helped to grow. He has a good nappy changing procedure where he ensures that the mat is wiped before and after use. The childminder takes into account children's allergies, likes and dislikes and records these in their personal information. The childminder has a written behaviour policy, which is shared with parents. He ensures that children are polite, take turns and share toys and activities with each other, through gentle reminders and explanations as to why some behaviour is unacceptable. Children play well in a friendly, homely environment and have fun with their friends and peers.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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