

Inspection report for early years provision

Unique reference number	EY376296
Inspection date	21/11/2008
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 two children aged two and five years old in Calverley on the outskirts of Leeds. The whole of the ground floor of the childminder's house and the upstairs bathroom are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. She currently has four children on roll. The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder collects and takes children to local schools and visits parks, the library and places of interest.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a warm, caring and welcoming environment for children and their families. Her good knowledge and understanding of the children in her care ensure that children's individual needs are met and their welfare and learning promoted. Children are kept safe and secure and enjoy learning through a range of planned activities which are appropriate to their age and stage of development. The childminder fosters close working relationships with parents and other providers which are used to promote good quality care and education. The childminder has effective systems in place for monitoring and evaluating her practice as well as identifying key strengths and areas for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that the areas of learning are identified in the planning
- ensure all children's profiles include their next steps of learning in all areas
- develop a procedure for the recording of visitors to the home whilst caring for children.

The leadership and management of the early years provision

All documentation, including a wide range of detailed and well written policies and procedures, effectively promotes children's health, safety and welfare and ensures children's individual needs are met. The childminder is committed to providing an inclusive practice to ensure all children can achieve regardless of background and she works closely with both parents and other agencies. For example, she takes

notice of the themes being planned by nurseries and gives parents questionnaires to complete and asks them to inform her about the child's starting points, which are recorded in the children's profiles. Settling-in procedures are sensitive and introductory visits help children develop confidence before being left by their parents. The childminder shares information with parents about children's development and care through verbal exchanges at handover and a shared daily diary.

The childminder has started to use the online self-evaluation form to monitor her practice and plan for future development. She makes realistic judgements about the setting and her capacity to improve further, with comprehensive information and discussion of her practice. She is committed to meeting children's individual needs and is enthusiastic to attend further training. For example, she has already identified to attend safeguarding training. The childminder recognises the importance of continuous improvement and is beginning to identify the strengths and weakness of her provision.

The childminder ensures children's safety through completing a risk assessment checklist which covers all areas of her provision, including actions to manage or eliminate risks, both indoors and outdoors and also when on outings. The childminder regularly practises and records fire drills, has safety gates and a fire blanket in the kitchen, and checks visitors' identification. However, there are no systems in place to record visitors to the premises whilst children are being cared for. The childminder has kept Ofsted up to date of any changes or events which may impact on children's welfare.

The quality and standards of the early years provision

Children are settled and happy in the care of the childminder. She has a dedicated and caring approach and offers them a well-equipped environment, which promotes their welfare effectively. Children are kept healthy as good routines of hygiene are followed. Menus include healthy and nutritious meals and snacks and children receive lots of fresh air and physical exercise. They develop a good understanding of personal safety, such as when crossing the road when out in the community, with the younger ones wearing hand straps, and through practising the evacuation procedures for the home.

The childminder offers a good balance of adult-led and child-initiated activities. She skilfully uses conversational questioning to make them think and constantly observes and monitors their progress in all the areas of learning. For example, children who are independent and want to draw access the crayons independently and commence crayoning, and other children are helped by the childminder to draw and are also told the different colours they are using. Children's developmental records and planning are shared with parents. However, not all of the children's next steps in learning are recorded in their profiles and the areas of learning are not clearly identified in the planning.

The children enjoy the colours and sounds of the various toys and watch the other children with great interest. All children are well motivated to learn and become

fully immersed in the activities. For example, they all want to play with the dolls and dress up in the variety of role play clothing easily accessible. Children particularly enjoy playing with the jigsaws and learn to solve problems as they carefully consider how the pieces fit in. They are encouraged by the childminder to recognise colours, numbers and shapes through play with shape sorters and in a good selection of books. The children are well behaved and persevere with activities, such as drawing, sharing the toys with each other and being taught to say please and thank you. The childminder has a lot of photographic evidence in the children's profiles, showing them developing skills throughout all of the areas of learning. For example, playing outside, going on walks in the community, drawing and baking.

Children extend their knowledge and understanding about the wider world through a good selection of information and resources depicting all areas. For example, they celebrate different festivals and learn sign language and there is a good variety of books, jigsaws and small world.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.