

Inspection report for early years provision

Unique reference number	319718
Inspection date	30/04/2009
Inspector	Jacqueline Patricia Walter
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 1990. She lives with her husband and adult child in Halton, Leeds, in West Yorkshire, which is close to shops, parks and transportation links. The dining room, playroom and first floor bathroom are used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to local schools. She has a dog as a family pet.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most documentation is held appropriately and a suitable and sufficient range of activities and resources is provided in most areas of learning, which gives children appropriate opportunities in which to develop their skills and learning. However, inconsistent approaches in the assessment system and limited information collected from parents make it difficult for the childminder to ascertain starting points in the children's learning, and make it unclear if all the children are being effectively helped to progress towards the Early Learning Goals. Partnership with parents in some areas are appropriate in ensuring that the individual care and learning of all children are met and positive steps are taken in most cases, which ensure that health and safety is promoted appropriately overall. The planning for improvement is limited, which means that some priorities for future development are not always identified and acted on.

What steps need to be taken to improve provision further?

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

- further develop links with parents to assist in finding out information about the individual children, to help promote their learning
- develop a systematic approach with the assessment system, in particular with identifying the children learning priorities
- plan and provide experiences that help individual children develop a positive sense of themselves and of others
- ensure all documentation is confidentially maintained with particular reference to medical records
- ensure there are suitable methods in place to keep toys and resources clean
- develop systems to evaluate the provision and maintain continuous improvement.

The leadership and management of the early years provision

Overall, the environment and documentation is organised appropriately. For example, all required records are held, maintained and stored appropriately. However some documentation, in particular medication records, is not recorded confidentially. Inclusion is suitably promoted with most children. For example, younger children enjoy drawing activities and eating at the table with the older children. The childminder has an appropriate understanding of protecting children from child abuse. She is fully aware of signs and symptoms in all four areas that indicate child abuse, a record system for existing injuries and concerns is in place and she is aware of procedures to follow when concerns are raised. As a result, children's welfare is safeguarded appropriately.

There are friendly relationships in place with parents. Information on the Early Years Foundation Stage (EYFS) and the policies and procedures of the setting are suitable shared, through discussion with parents and access to written policies and procedures at initial meetings. The children's progress and achievement is also shared appropriately through daily conversations, and parents are informed verbally that they can see their children's profiles at any time. The children currently attending in the age range of the EYFS do not attend any other setting. However through the discussion the childminder demonstrates an appropriate understanding of the importance of practitioners working together to support children's learning and care.

The childminder demonstrates some commitment to improving the quality of her provision. For example, she has attended a course on the EYFS and has fully addressed all previous recommendations. This in turn, has effectively promoted the further safety of children. However, there are limited systems in place to evaluate the setting. For example, she asks parents if they are happy or have any concerns.

The quality and standards of the early years provision

The childminder provides a welcoming, friendly environment where children are able to develop appropriate skills in independence. Appropriate steps are taken both indoors and outdoors to safeguard children, which in turn, allows them to safely use all the registered areas. Good health is promoted appropriately and some good steps are taken to prevent the spread of infection. For example, a written policy is given to parents regarding procedures to follow when children are ill. However, some toys that children select, particularly when they are rarely used are sometimes, dusty and dirty. There is an appropriate emphasis in promoting healthy living. For example, children can access the garden on a daily basis and are encouraged to adopt healthy habits, such as eating healthy food which the childminder provides and wiping their hands before they eat. Children are learning to keep themselves safe through participating in regular fire drills, discussing and practicing road safety, such as using designated crossing areas.

The childminder supports children's learning appropriately. She plans some

activities to reflect children's interests and provides suitable selection of toys and activities in most the areas of learning. For example, children are able to develop their knowledge and understanding of the world by visiting settings, such as Temple Newsome Farm. Communication language and literacy skills are promoted well with young children through the childminder sharing books with them, asking open ended questions, introducing name of animals and encouraging them to also identify animals and the sounds they make. She also extends and supports their imagination well by making exaggerated facial expressions when reading books with the children. As a result, children respond enthusiastically repeating the words and sounds. However, children's personal, social and emotional development is not in all cases effectively supported, in particular with experiences that help them develop a positive sense of themselves and of others. Overall the childminder has an appropriate assessment system in place. This includes written observations and photographs of children's activities, which identifies what children are able to do and in what area of learning. However, there are limited systems in place to collect information from parents to ascertain children's starting points and in some cases she clearly identifies learning priorities for individual children, whilst at other times she does not. As a result, it is unclear if all children are effectively helped to progress in their learning.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----