

Inspection report for early years provision

Unique reference number	EY385941
Inspection date	08/06/2009
Inspector	Liz Whitehead
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 and lives with her partner and child aged four years in Farsley, a suburb of Leeds. The family has two cats and a rabbit. The ground floor and first floor bathroom of the property are used for childminding purposes and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to care for a maximum of five children at any one time and has four children on roll, all of whom are in the early years age group. They are taken and collected from school and access local groups. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All the required documentation is in place and mostly maintained appropriately. Systems are appropriately used to evaluate practice and to identify the key strengths and weaknesses of the setting. Children are happy, confident and share positive relationships with the childminder who recognises and values their uniqueness. Successful partnerships with parents effectively promote children's care and well-being, therefore, they make good progress in all areas of learning. The childminder is keen to develop links with other settings that children attend.

What steps need to be taken to improve provision further?

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

- develop links with other providers to promote the integration of care and education
- develop awareness of need for confidentiality with regard to written records.

The leadership and management of the early years provision

Consistently implemented policies and procedures, which are regularly shared with parents, contribute to the efficient running of the provision, although confidentiality is not always maintained on some written records. Children are effectively safeguarded as the childminder has a sound understanding of the possible signs of abuse and neglect and is fully aware of how to report concerns. Additionally, written risk assessments reduce hazards to children indoors, outdoors and on outings. Written records clearly indicate persons authorised to collect children and a password system is rigorously implemented to support this.

The childminder fully appreciates the value of an effective partnership with parents and shares full information regarding the children's care on a daily basis. This ensures that children's individual needs are consistently met. The childminder knows the children well and encourages them to be confident to express their

opinions and make their needs known. Consequently, children have high levels of self-esteem and young children get their own nappy and bottle to indicate to the childminder that they are tired and would like a sleep. The childminder successfully promotes very good hygiene practice and is a positive role model to the children.

The childminder continually reviews her practice to improve the outcomes for children. She seeks parent's and children's views about her service through regular discussions. Since registration the childminder has highlighted a number of improvements to her provision to enhance children's safety and independence. She is installing mains-linked smoke alarms to improve fire safety and a hand rail to the outdoor stairs to encourage younger children to use the steps independently.

The quality and standards of the early years provision

Children are learning about the importance of keeping themselves safe and healthy. They regularly participate in emergency evacuation practises and regularly discuss road safety and how to play safely in the home, garden and at the park. Children happily help tidy the toys away to ensure they do not trip on them. Children recognise when they are thirsty and spontaneously access drinks from their individual cups. To prevent cross infection children regularly wash their hands and dry them, consistently using their colour-coded towel. Additionally, wet wipes and hand cleansing gel are readily available, both in the home and on outings.

Children benefit from high levels of interaction with the childminder who is committed to helping them learn and progress at their own pace towards the early learning goals. Therefore, the children are interested, keen to participate and are confident to make independent choices about their play and learning. Resources are organised effectively to support this. The childminder is very aware of children's abilities and adapts activities to stimulate and challenge them. For example, providing large blocks for younger children to build with, smaller blocks for older children and instruction booklets for more able children to follow to build models and vehicles.

The effective sharing of information with parents enhances children's learning and development. However, links with other settings the children attend are not yet developed. Regular observations include; photographs showing children enjoying activities, their stage of development and the next steps in their individual learning. The childminder regularly reviews this process and has introduced a new format to enable her to plan for the next steps more effectively. The childminder is fully aware of the importance of valuing children's efforts and she includes copies of certificates they have received at school and swimming in their developmental records which gives them pride in their achievements.

Activities are planned in consultation with the children and remain fully flexible to incorporate spontaneous learning opportunities. For example, photographs show young children having a wonderful time listening to the noises they make as they bang pans together. The childminder promotes children's observation skills and an awareness of their environment through playing games, such as 'I Spy'. Children

behave well and follow the clear and consistent boundaries set by the childminder. They are encouraged to share the toys and take turns.

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.	3

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?	3
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
---	-----

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