

Inspection report for early years provision

Unique reference number EY387843
Inspection date 21/07/2009
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 has been registered since 2009 and lives with her partner and two children, aged seven and two years in Yeadon, a suburb of Leeds. The ground floor and first floor bathroom and main bedroom of the property is used for childminding purposes and there is an enclosed garden for outdoor play. The childminder takes and collects children from school and attends local groups.

The childminder provides care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time. There are currently three children on roll, all of whom are in the early years age group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All the required documentation is in place and is mostly maintained appropriately. Systems are not fully established to evaluate practice and to identify areas for the childminder to develop to ensure continuous improvement. Successful partnerships with parents and other settings effectively promote children's care and well-being, therefore, they make steady progress in all areas of learning. Although, the childminder does not identify children's starting points. Children are happy, confident and share positive relationships with the childminder who values them as individuals.

What steps need to be taken to improve provision further?

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

- implement systems to evaluate practice and to identify the strengths and weaknesses of the setting
- obtain information regarding what children know and can do when they first attend.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register) 04/08/2009
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 04/08/2009

The leadership and management of the early years provision

A wide range of policies and procedures which are consistently implemented and shared with parents, contribute to the smooth running of the provision. Children are effectively safeguarded as the childminder has completed the required training and has a sound understanding of the signs, symptoms and procedure to follow if she has concerns regarding a child in her care. Additionally, written risk assessments reduce hazards to children, although these do not contain all the required details. The record of children's attendance is completed in advance and does not accurately reflect children's hours of attendance. These are breaches of the General Welfare Requirements.

The childminder actively develops and fosters an effective partnership with parents. She keeps them fully informed of their children's progress through verbal and written information, which is supplemented with text messages and emails. All children benefit from effective communication with other providers and services. For example, regularly visiting local groups and the childminder actively seeking ways to share the children's profiles and their developmental achievements. Due to the effective settling in procedure the childminder knows the children well which ensures their individual needs are routinely met. The childminder is beginning to evaluate her practice but this does not always lead to the clear identification of areas for further development.

The quality and standards of the early years provision

All children are learning to keep themselves healthy and safe. For example, they independently access drinks and are encouraged to make healthy choices about what they eat through selecting their own fruit and trying new ones. For example, blueberries, blackberries and raspberries, additionally, they are growing their own tomatoes, strawberries and lettuces. Children are familiar with road safety and frequently participate in emergency evacuations from the home. They happily help to tidy the bricks away, following the childminder's example and listening as she explains that they may fall on them and hurt themselves.

Children benefit from good levels of interaction with the childminder who is interested and enthusiastic. They share warm and trusting relationships with lots of hugs and affection. The childminder supports the children in their play to promote their progress towards the early learning goals. Consequently, the children are interested, keen to participate and are confident to make independent choices about their play and learning. The organisation of toys and resources enables the children to easily view and access what they would like to play with.

The effective sharing of information with parents enhances children's learning and development. However, the childminder does not obtain information regarding their developmental achievements when beginning to care for them. Regular observations show activities children enjoy and the next steps in their individual learning journeys. The childminder instinctively promotes children's awareness of the world around them through encouraging them to observe the trees as they

look out the window. Children learn about their community through walks in the area, and the wider world as they access a small amount of resources that promote positive images of culture, gender and disability.

Some activities are planned in advance but the childminder ensures that each day incorporates a wide range of child-led and spontaneous learning opportunities. For example, investigating and exploring sensory toys. Young children are familiar with simple technology and are really pleased and spontaneously experiment with their voice as they make the music play by pressing the correct buttons. The children are developing a positive sense of identity as they are beginning to recognise themselves as they look in the mirror. Children are encouraged to share the toys and take turns. They behave well and follow the clear and consistent boundaries set by the childminder and know what is expected of them.

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?	2
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?	2
How well are children helped to be healthy?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8). 04/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8). 04/08/2009