

## Inspection report for early years provision

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<b>Unique reference number</b>	320325
<b>Inspection date</b>	17/08/2009
<b>Inspector</b>	Hilary Mary Mckenning

<b>Type of setting</b>	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.

## Description of the childminding

The childminder has been registered since 1999. She lives with her grown up family in the Middleton area of Leeds. They are close to local schools, shops and transport services. All of the ground floor and the first floor bathroom is used for childminding. There is a rear garden for outdoor play. The family have two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time. Currently there are six children on roll, three of these children are in the early years age group. Children attend various days and times and on a part time basis. 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. The childminder provides a welcoming, safe and secure environment where children are settled, happy and a sense of belonging is fostered. Most of the required documentation is in place, however, some lack the required detail and some permission forms are not completed. Observation of children's activities are completed, however, they do not consistently identify the next steps of children's learning and are not used to inform the planning for children's individual needs.

Children's welfare is promoted and appropriate attention given to their safety as risk assessments are completed. However, these do not include for when children are off the premises. Children are developing a sense of self-confidence and a healthy self-esteem and inclusive practice is promoted by involving the children, listening to them and their parents and being aware of their needs.

## What steps need to be taken to improve provision further?

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

- ensure all documentation has required detail, such as timescales for dealing with complaints
- further develop risk assessment to include for when children are off the premises
- link observation and assessment to planning to clearly identify the next steps in children's learning
- further develop planning and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- ensure permissions for outings and using transport are maintained.

## **The leadership and management of the early years provision**

Children are happy and settled within the environment, which contributes to their well-being. The childminder organises her space and resources to ensure children can freely access activities available. The childminder has some knowledge of the Early Years Foundation Stage and has started to develop observations of what children are doing. However, the observations do not consistently identify the next steps in children's learning. There is no system in place to monitor children's progress and there is no evidence of any formal planning for children's activities. The childminder has undertaken training for child protection, first aid and the introduction to the Early Years Foundation Stage. Risk assessments are in place to ensure the setting is safe and secure, although, they do not include assessments for when children are off the premises.

The childminder is beginning to self-evaluate her service and what she does with the children. Partnership with parents is positive and they receive verbal feedback about their children and what they do. Relevant information is shared on a daily basis and parents have received information regarding the complaints procedure. The childminder verbally informs parents about their child's achievements and samples of their creativeness are passed onto them. The childminder gathers all relevant information from parents and records this information for future reference, for example, the children's likes and dislikes, dietary and religious requirements. However, some required permission forms are not in place, such as written parental permission for children to take part in outings and using transport.

The childminder has an appropriate understanding of safeguarding procedures and how to keep children safe. She has completed child protection training and has an awareness of child abuse and what to do if she has any concerns about a child. Systems are in place for the recording of any concerns and the procedures to follow to ensure children's welfare is safeguarded.

## **The quality and standards of the early years provision**

Children's welfare, learning and development is promoted satisfactorily by the organised and flexible approach of the childminder. She informally plans her day using a variety of resources to meet individual children's needs. However, because of this informality, the childminder cannot assess how children's progression is monitored. Children are very settled and feel secure and confident in the childminder's care. For example, the children show confidence and are comfortable being with the childminder. The childminder encourages children to be aware of danger and how to keep safe. During walks and the school run, they practise road safety and know to stay with the childminder when they are on outings. The childminder has a good understanding of safeguarding children and has completed a relevant child protection course. She is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care.

The childminder ensures children's health is promoted and protected. Children are learning to be responsible for their own personal hygiene and follow the examples

and routines set by the childminder. They readily wash their hands, dispose of tissues and take responsibility for themselves. Food served to the children is healthy and nutritious and children are encouraged to try new things. There are suitable systems in place to deal with accidents involving children and the childminder has written parental permission to administer first aid treatment. There is a suitable system in place for keeping a record of any complaints and parents have been informed about the procedure for making a complaint. However, this does not include the required detail regarding timescales.

Children behave well and show kindness and consideration towards each other. For example, older children patiently assist younger children as they build a pyramid together with large construction bricks. The children receive good support and praise at every opportunity. For example, encouraging younger children to persevere and shows delight when they successfully operate the musical clock.

The wide range of toys and resources enables children to enjoy their learning and they are making satisfactory progress. However, because there is no formal planning, the childminder has no positive way to monitor their progress or move them onto the next steps. The childminder ensures all activities are age-appropriate and gives the children lots of enjoyment and pleasure. They are happy and settled and have plenty of fun time. Children make a positive contribution by becoming involved in all areas of play. There are suitable resources to help them understand and learn about other cultures.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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

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