

Inspection report for early years provision

Unique reference number	320751
Inspection date	26/08/2009
Inspector	Shazaad Arshad
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2000 and lives with her husband in Bramley, a suburb of Leeds. The ground floor of the property is used for childminding purposes and there is an enclosed garden available for outdoor play. The home is close to shops, parks, schools and public transport links.

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

The childminder collects children from the local school and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are suitably safe and secure and enjoy their free play activities mainly after school and during school holidays. They also learn about their local area, as the childminder plans outings to make use of some local facilities. All required documentation to support the care of children and to comply with regulations is in place. Children are making adequate developmental progress and basic systems are in place to record their achievements. The childminder has very recently started to identify the strengths and weaknesses of her setting and has adequate capacity for continual improvement as all previous recommendations have been completed. The childminder promotes inclusive practice through the provision of equipment purchased since the last inspection and discussion of various festivals at a basic level.

What steps need to be taken to improve provision further?

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

- ensure ongoing personal development by attending training made available by the local authority and other sources, in particular to develop a greater understanding of the Early Years Foundation Stage
- further develop the procedure for self-evaluation to clearly identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop the use of observation and assessment to further promote children's learning across all areas.

The leadership and management of the early years provision

The childminder has a sound understanding of her role and responsibilities in safeguarding children's welfare and she is suitably aware of the correct child protection procedures to follow should she have any concerns. She has a relevant first aid qualification and is in the process of identifying further training on the Early Years Foundation Stage as the childminder's knowledge in this area is weak. All required documentation for recording risk assessments, accidents and administering medication is in place and the childminder uses it effectively to ensure children are safe and secure at her setting. Parents are advised of the provision's policies and procedures, which the childminder uses to support her working practice.

The childminder has recently started the process of self-evaluation. She identifies few key strengths or areas for development within her provision and has made some improvements to the resources in certain areas, particularly to support children's awareness of cultural diversity. The dining-kitchen area is predominately used for childminding and the environment is welcoming and organised, so that children can access most toys and equipment independently. Children are developing a good awareness of their local environment. They enjoy trips to the local park and shops. The childminder consults with parents as to how children have responded to activities and they discuss together how they are developing. Consequently, children enjoy learning and make adequate progress in all areas.

The quality and standards of the early years provision

Children are happy and settled with the childminder and are making adequate progress in all areas of their learning. The childminder works well with them to encourage their learning. She skilfully uses open questions that require the children to think more about their responses and this helps to extend their learning. The childminder validates the children's self chosen activities by involving them in discussions. For example, discussions about plant life and the outdoor environment. As a result, children know their ideas are valued, their feelings acknowledged and this helps support their confidence and self-esteem.

The childminder uses basic observations and assessments to recognise children's interests and achievements and she uses these to identify some of the next steps in their learning. Planning focuses on each child's individual learning, development and care needs. However, the systems used do not clearly identify children's learning across the six areas of learning. The childminder organises her time well, so that they have sufficient opportunities to learn to play and complete any homework from school. Children's creative development is encouraged well as they complete various colouring tasks and make cards.

The childminder has a suitable awareness of maintaining the children's health and safety. She helps younger children in her care to stay safe by having precautions, such as fireguards in place if younger children are present and explains to children the reason for them. Children know why they should cross the road carefully and

the childminder ensures they all play and use equipment safely. She talks to children about food that is good for them and praises them when they try fruit that they have not tasted before. Food is prepared using fresh ingredients and the childminder ensures that meals include vegetables to promote healthy eating. The childminder reduces the risk of cross infection by encouraging the children to follow satisfactory hygiene routines. For example, she checks that children have used the anti-bacterial hand wash gel and tissues.

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

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