

Inspection report for early years provision

Unique reference number	EY280411
Inspection date	26/08/2009
Inspector	Shazaad Arshad

Type of setting	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 2004. She lives with her son aged 11 years old in Bramley, Leeds. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are six children on roll, four 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. The childminder provides a friendly, welcoming environment for children, in which they feel happy and settled. There are sufficient opportunities available for children to learn through play and the childminder adequately promotes their learning within the Early Years Foundation Stage framework. Partnerships with parents and carers mostly supports children's development and the childminder is flexible in the service she offers. Children's safety and security is given good priority and positive steps are taken to enable them to stay safe. The childminder recognises the need for continuous improvement and is developing systems to evaluate the quality of her provision, with the recommendations from the last inspection having been fully addressed.

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 of the Early Years Foundation Stage to enhance planning and extend opportunities for children
- continue to develop the children's profiles
- continue to develop the process of self-evaluation as a means of identifying future improvements

The leadership and management of the early years provision

All necessary documentation which underpins the childminder's practice is in place. Policies and procedures sufficiently show how children's health, safety and welfare needs are met and the childminder has a sound understanding of the Early Years Foundation Stage framework. The childminder informally plans for children's learning and assesses their progress, recording observations and photographs in their individual books to show their development. However, the profiles do not clearly show the link with children's starting points and the next steps.

The childminder understands the need to continue her own professional training and development to enhance the quality of care for the children. She knows the strengths of her practice and the areas which she would like to improve upon through recently starting the process of self-evaluation. The childminder has a positive attitude to continual improvement as she has successfully met the previous recommendations around documentation and purchasing equipment for sensory play.

Children are safeguarded because the childminder has a sound knowledge of the signs of possible abuse and a good understanding of the procedures to follow in the event of a concern or allegation. All safeguarding procedures are readily available along with relevant contact numbers and the childminder understands the need to record all accidents and existing injuries to children.

The quality and standards of the early years provision

Children make adequate progress in their learning and development because they have warm and trusting relationships with the childminder, who understands their individual needs and personalities. Children clearly feel confident and happy in the setting and they are given many choices in what they do. For example, children freely choose what they want to play with and whether to play inside or outside. Children know the daily routine and they enjoy a good variety of interesting play based experiences, indoors and in the wider community. Children confidently approach the childminder, who joins in to enhance their learning. For example, they play construction games and the childminder offers appropriate support by using open questions, helping them to count the pieces, identify shapes, colours and opposites. Children approach the childminder easily to make their requests known and she responds promptly to meet their needs. The childminder understands how young children learn and she ensures daily opportunities are fun and challenging for their development across all areas of learning. They enjoy regular visits to local places, such as farms, toddler groups, children's centres and soft play centres, enhancing their opportunities to develop their social skills with other children. The childminder has some connections with other settings that provide the Early Years Foundation Stage, although there are no links yet in place to enhance children's learning and to build upon what they know.

Children are provided with healthy and balanced foods. The childminder fully understands their individual dietary needs. Children eat a good range of healthy snacks, such as fresh fruits and they are helped to understand their own needs through discussion. For example, the childminder asks them if they are thirsty and suggests they have a drink. Drinks are readily accessible so children do not become thirsty. Children's personal hygiene needs are met adequately and hygienic procedures minimise the spread of infection, with simple rules on washing their hands after toileting to encourage their awareness. The childminder supports their physical development through the use of large equipment, such as the ball pool, bikes, slide and hoops, by offering close supervision and interaction.

The environment is safe and secure for children. Visitor's identification is closely

checked, risk assessments effectively identify any perceived hazards and clear procedures ensure only those authorised to collect children may do so. Appropriate equipment is in place to ensure children are safe and the childminder ensures all resources are safe and suitable for their use. Simple explanations help children to learn about their own safety. For example, children are reminded to walk carefully to school and to hold each others hands. Fire safety precautions are in place and children practice emergency evacuations to help them understand how to keep themselves safe.

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?	2
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