

Inspection report for early years provision

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Inspection date	07/09/2009
Inspector	Jane Elizabeth O'Callaghan
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder has been registered since 1992. The family live in a semi-detached house on the outskirts of Leeds. The whole of the ground floor, is used for childminding and consists of a lounge, dining area, kitchen and upstairs toilet. Shops and other local facilities are a short distance away. The family have five cats as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time, and is currently caring for 11 children of which six are in the early years age group. Older children also attend the setting. The childminder is also registered to care for a total of eight children when working with a registered assistant.

The childminder collects and takes children to the local school and visits local parks and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder builds sound relationships with parents through discussions and settling-in visits which ensures that she gathers full information on each child's routines and individual care needs. The children are settled and comfortable with the childminder who takes measures to ensure their welfare and safety in most areas. She takes children to many groups where they take part in a varied range of activities. However, within her home, she provides a more limited range of toys and experiences and these do not always take account of their individual needs and interests. The childminder has limited systems in place to help her monitor the children's progress and to identify areas for further improvement of her childminding service. Children are cared for in a welcoming environment.

What steps need to be taken to improve provision further?

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

- obtain more detailed information from parents about children's starting points and capabilities and develop planning, observation and assessment to promote children's learning across all areas
- enhance children's independent opportunities to access a wider range of activity choices in their daily environment
- develop procedures for ensuring fire safety, such as practising emergency evacuation and to raise the children's awareness of what procedure to follow
- ensure all safety fixtures are fitted and sited appropriately
- introduce a self-evaluation system to monitor the provision and identify key strengths and areas for improvements.

The effectiveness of leadership and management of the early years provision

The childminder has an awareness of safeguarding issues and a written policy is in place. She is able to recognise the signs and symptoms of abuse and there is also a separate policy regarding allegations made against herself or member of her family. There are phone numbers in place of who to contact if there is a concern. She questions parents regarding existing injuries and keeps written records. The childminder conducts risk assessments of all areas of the home, outdoor area and also outings that the children go on and has a record of these.

The childminder ensures that parents receive a copy of all policies and procedures to read, she encourage parents to do a settling in time for their children when they begin with her. She has lots of positive comments from parents about the care that their children receive. The childminder has started to complete profiles of all children in her care and these are accessible to parents. However, information from parents about their children are limited, along with observations, starting points and their next steps of learning, assessments and planning are not clearly identified. Links with other agencies are being developed and the childminder liaises with pre schools and schools that children also attend, to ensure that all agencies are aware of children's needs.

The childminder and her assistant are attending training to improve their practice. For example, Safeguarding and Early Years Foundation Stage (EYFS) training. She identifies some of the areas of improvement, however, her self-evaluation are not yet fully developed to provide continuous improvement in the provision. The childminder has met the recommendations from the previous inspection in most areas. For example, the understanding of safeguarding and the importance of a safe outdoor area. The childminder makes good use of the space available for the children to move around, however, children's independent opportunities to access a wider range of age appropriate toys and activities are limited. The environment is welcoming and inviting to children of all ages.

The quality and standards of the early years provision and outcomes for children

Children are content and happy at the childminders. Children of all ages play with large building bricks, where they count confidently and help each other to recognise the different colours of the bricks. Children get excited when the bricks are very tall and they compare which ones are the highest and each child tries to make theirs higher. Children access a range of books and they give them to the childminder to read a story, they recognise the story and join in with the childminder as they sit on her lap and listen. More able children play with the dolls house and pretend to go on visits to the park and are keen to talk to each other about their own granddads and siblings and explain how they also come to the childminders.

Children explain how they cross the road when on walks to the park and the childminder ensures that when children walk down the stairs they hold on to the stair rail explaining why they must do this. The childminder ensures that children are cared for in a safe environment, where most areas are protected. For example, safety gates, plug sockets and recorded risk assessments. However, children are not given opportunities to be made aware of emergency evacuation procedures. Also the childminder has not ensured that some safety equipment is not fully secure and easily accessible, for example, the fireguard and fire blanket.

The childminder ensures that children learn about good hygiene procedures, they are encouraged to wash their hands before meal and snack times and good nappy changing procedures are followed by the childminder. For example, changing mats are wiped down before and after and the babies and childminders hands also washed. Children all have their own drinking cups and they recognise the colours and access them throughout the day to take drinks of water and juice. Children have healthy snacks of fresh fruit and some children bring their own lunches, whilst other receive home cooked meals of jacket potatoes, fresh fish, meat and vegetables. The childminder has a sample menu to show prospective parents and takes into accounts children's allergies, likes and dislikes and records these in their personal information.

The childminder and her assistant encourage children to be polite, they remind them to say please and thank you and children respond well. Children of all ages play well together, they share and take turns with each other. Children talk to each other and interact well with their peers and adults. They are rewarded with positive praise, for example, when they give toys to younger children when asked too. Children are learning to behave in a positive way and the childminder is a good role model.

The childminder and assistant are developing children's understanding of diversity and differences through well written policy and a satisfactory range of suitable resources. For example, children access small world figures, books and jigsaws that depict children from different backgrounds and abilities. Children also celebrate some festivals from around the world, there are photographs of children meeting Father Christmas and celebrating Chinese New Year.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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