

Inspection report for early years provision

Unique reference number	EY397829
Inspection date	05/01/2010
Inspector	Ann Webb
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

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 the Bramley area of Leeds, in West Yorkshire. Access to the house is via the side door up one step. The living room/dining room, kitchen and conservatory are used by children; toileting facilities are on the first floor and the back bedroom may also be used for play. There are enclosed areas at the front and back of the house for outdoor play. The family have a dog, a cat and a snake as pets.

The childminder is registered to care for a maximum of four children at any one time. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register, and there are currently three children on roll, all of whom are in the early years age range. The childminder is a qualified practitioner, she holds a National Vocational Qualification (NVQ) level 3 in childcare and education. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the children's individual care and learning needs appropriately, collecting information from discussions with parents, children and other providers. This ensures that all children are included and make good progress in most areas of learning. Through some reflection of her practice, the childminder is able to identify some aspects which need to improve, however, not all areas of the provision are evaluated. Most documents are in place but some aspects of record keeping do not fully meet the general welfare requirements.

What steps need to be taken to improve provision further?

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

- maintain an accurate record of the children's hours of attendance (Documentation)(also applies to both parts of the Childcare Register) 21/01/2010
- carry out a full risk assessment for each type of outing which children take part in (Safeguarding and welfare)(also applies to both parts of the Childcare Register). 21/01/2010

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

- continue to develop systems for self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of how to safeguard the children in her care, for example, she knows how to record and report any concerns. Additionally, she has a written safeguarding children procedure which she shares with parents at initial visits. All persons living and working at the premises have undergone the required background and suitability checks.

Most of the required documentation needed for the effective management of the provision are in place, for example, medication and accident records are completed with a parental signature. However, the childminder has not undertaken risk assessments for outings, this is a breach of regulation. The premises are secure and children are unable to leave unaccompanied. Additionally, safety features, such as guards to fires and socket covers are in place. Children's daily attendance is recorded but does not give an accurate account of the time children arrive and depart, this a breach of regulation.

The childminder makes good use of resources and includes visits to toddler groups, local parks and the shops as part of the children's daily routines. The children are beginning to understand about diversity, and through discussions and mixing with their peers, they notice similarities and differences between themselves and others. Additionally, the children access a range of equipment which reflects a positive image of race, gender and disability.

Partnerships with parents are good and managed professionally, for example, they are invited to settling in visits where they discuss their children's care and individual needs. Parents comment on their satisfaction and confidence in the progress their children make. The childminder shares information regarding the children's progress with parents, and there are written observations supported with photographs and examples of children's work to illustrate the children's achievements. Links with other providers, such as schools and nursery are appropriately established to support a consistent approach to children's care and learning. Self-evaluation is not yet developed sufficiently to enable the childminder to assess the strengths and weaknesses of the provision and to ensure continuous improvement.

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

The children make good progress and enjoy their time with the childminder. They are actively involved in a good variety of activities and concentrate well whilst painting pictures. They make good attempts to identify the colours of the paint and explore the texture as they paint their hands to make a print. Their emerging language skills are supported well by the childminder who consistently encourages them to talk about what they are doing and to repeat new words.

During everyday activities the children are confident to count familiar items, such

as the steps and building blocks. They use words such as big and small to describe size and excitedly knock down their stacking blocks. They have good relationships with their peers and with adults and are able to make their needs known. They are able to make a positive contribution toward their own care needs, for example, taking off their own clothing and washing their own hands. They are becoming familiar with how to be safe, for example, when crossing the road and following the childminder's instructions.

The children behave well and know what is expected of them, for example, they are beginning to understand about sharing and taking turns. The childminder manages unwanted behaviour with patience, explanation and gentle guidance, and consequently the children know their boundaries. There are good opportunities for the children to be healthy, they have fresh air and exercise each day using the childminder's well equipped garden to develop their large physical skills, such as jumping on the trampoline and using the play house for climbing and swinging. Additionally, they walk to and from school and visit local parks and play gyms.

The childminder is confident to support the children's learning through their play and she makes regular observations of their progress. These observations are supported with written details, photographs and examples of the children's work. She plans a flexible range of learning experiences, tailored to meet the individual learning needs of the children and uses information from her observations to plan for the next steps in their learning. Links with the children's schools and nursery appropriately support smooth transitions between settings.

The children's creativity is well developed and they are involved in a good range of creative and imaginary play. They are skilled at handling tools and equipment, such as brushes and pens and attempt to put their own names on their pictures. They enthusiastically sing their favourite songs and join in with the actions and familiar verses. The children are well settled and comfortable in the childminder's care and are familiar with their routines. They have strong friendships with their peers and with the childminder who responds warmly to their individual needs and interests.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Records to be kept) 21/01/2010

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 (Records to be kept). 21/01/2010