

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404062
<b>Inspection date</b>	09/06/2010
<b>Inspector</b>	Linda Filewood

<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.

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## Description of the childminding

The childminder was registered in 2009. She lives with her husband, also a registered childminder, and two children aged 14 and 17 in the Chapletown area of Leeds, close to schools, transport services, colleges and hospitals. The whole of the ground floor of the childminder's house is used for childminding.

The childminder occasionally works with her co-minder. This provision is registered to provide three places for children in the Early Years Foundation Stage when working alone and six places when working with a co-minder. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. The childminder is currently minding five children under five part-time and one child over five after school.

The childminder walks and drives to local schools to take and collect children. She attends the local toddler group. The childminder is a member of the National Childminding Association. She supports children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and the childminder interacts well with them during play. She appropriately meets the needs of each child and activities are led by their interests and abilities. There are clear arrangements in place to ensure children's safety and health. However, the childminder does not request written permission from parents for seeking emergency medical advice or treatment. This is required under regulation and impacts on children's safety. The childminder has a satisfactory understanding of the strengths and weaknesses of her provision and is taking steps to secure continuous improvement.

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

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

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 16/06/2010

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

- ensure parents sign the accident form as confirmation that they have been informed of any accidents or injuries sustained by their child
- develop a systematic and routine approach to using observation and

- assessment to further promote children's learning across all areas
- develop self-evaluation in order to identify key strengths and areas for improvement
- extend resources to ensure they provide positive images of gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

Children play in a safe, secure environment. All adults who reside on the premises hold current Criminal Records Bureau checks which mean they are suitable to be with the children. The childminder has a satisfactory understanding of how to safeguard children and is aware of the procedure to follow should she have any concerns. The childminder appropriately identifies dangers through written risk assessments, takes steps to eliminate risk and helps children to keep themselves safe. For example, older children understand the safe procedure in place for their collection after school. Appropriate systems are in place to ensure that children are suitably cared for in the event of an accident or if they become ill. The childminder informs parents of any accident their child has but does not ask them to countersign the accident record as acknowledgment. Also, the childminder breaches regulation by not requesting written permission from parents for seeking emergency medical advice or treatment, should it be necessary. This compromises children's safety and well-being.

The childminder effectively organises the space she uses for childminding within her home. Children easily access a good range of toys and resources suitable for their ages and stages of development. This promotes their confidence and independence as they self-select their play equipment and move from one area of play to another. The childminder is increasing resources, such as books and role play, to promote positive images of diversity so that children can have a better understanding of the wider world. She works well with her co-childminder to use her time effectively. For example, the co-childminder collects children from school while she looks after the younger children. Children are secure in their routines, which are based around the children's individual requirements discussed with their parents and carers. This ensures that each child receives consistency in their care. The childminder is beginning to build positive relationships with the children's parents, carers and other settings the children also attend. She has daily discussions about each child's well-being and development, and parents comment positively about the care their children receive. Parents receive copies of the childminder's policies and procedures, keeping them fully up-to-date with any changes.

The childminder does not currently use any particular system for self-evaluation, but she reflects regularly on the activities she offers the children. She is beginning to look at ways to maintain and develop her practice in the future by, for example, making the garden safe so that children can readily enjoy outdoor play. The childminder works closely with her co-childminder to monitor and review all the relevant documentation. She seeks and acts on advice from local authority advisers during their visits. Other sources, such as relevant publications, help her keep up-

to-date with any changes in legislation and requirements. This ensures that she is satisfactorily driving improvement in her practice in order to improve outcomes for children.

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

Children are developing warm and secure relationships with the childminder and her family. They are confident and happy within their surroundings, with lots of cuddles and spontaneous affection being evident. The childminder demonstrates an understanding of child development. She knows how to appropriately promote each child's development in all areas of learning using the children's interests. Consequently, all children are progressing well. The observations of children clearly show children's enjoyment and interaction with a broad range of activities. They identify aspects of children's development, and monthly summaries show possible lines for their continued development. However, observations are few in number and do not show an equal emphasis on all six areas of learning.

The childminder is very proactive in her interactions with the young children. As a result, they are developing very good communication skills and take pleasure in making a variety of sounds. Skills in information and communication technology are beginning to develop and equip them with skills for the future. Young children explore electronic toys and older children enjoy using the computer after school. Younger children take delight in making music by pressing various buttons on their baby-walker. They bounce up and down in time to the rhythm and the childminder enhances their enjoyment by singing along to the song. The childminder ensures children feel safe and secure with her and her co-childminder. Older children travel safely and learn the importance of seat belts, and all children practise the provision's fire evacuation procedures. Very young children enjoy the caring responses from the childminder and after a cuddle happily snuggle down for their sleep. The childminder's relevant use of praise and encouragement gives children confidence to explore. For instance, young children are inquisitive and purposefully turn over the corners of a play-mat to find a label that they enjoy the feel of. Children experience a learning environment with areas of play that motivate and help them develop their skills. The successful arrangement of the facilities and inviting presentation of resources gives children good variety in their play. For example, a computer is set up in the large hallway, and a good-quality wooden play kitchen in another area invites children to enjoy role play. Younger children safely enjoy space to crawl and learn walking skills as they pull themselves up on the sturdy furniture.

The childminder satisfactorily supports children in enjoying a healthy lifestyle. They enjoy regular trips to the park, as the childminder's garden is not yet safe for outdoor play. The outdoor play equipment in the park allows them to develop their physical skills on larger equipment. The childminder works carefully and appropriately with parents to make sure that children suitably benefit from a healthy diet. She receives training from health professionals for children who may require support in the feeding routine. Younger children sit securely in a highchair

and the childminder makes sure that fruit is cut up into small pieces that they can easily manage.

## 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

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

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	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

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