

## Inspection report for early years provision

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<b>Unique reference number</b>	EY425597
<b>Inspection date</b>	18/11/2011
<b>Inspector</b>	Melissa Patel
<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 has been registered since 2011. She lives with her partner and child aged one year in Bramley, Leeds. All of the downstairs rooms are used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children under eight years on a part time basis, of whom, three are in the early years age range. The childminder 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 Early Years Foundation Stage is appropriately promoted overall, supporting children's well-being. Children progress suitably across the areas of learning, according to their individual starting points. However, the use of observations are not yet maximised. Partnership with parents work appropriately in promoting children's welfare and learning. The childminder understands her role suitably, with regard to partnership working with other provisions where children may attend in the future to support children. Monitoring systems promote appropriate progress of the provision overall and therefore, the outcomes for children are currently satisfactory.

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

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

- ensure written parental permission is obtained from all parents for the seeking of any necessary emergency medical advice or treatment in the future.  
(Safeguarding and promoting children's welfare)

25/11/2011

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

- practice the fire evacuation procedure and record in a fire log book any problems encountered and how they were resolved
- extend the use of observation to inform planning a child's developmental progress across all areas of learning
- extend the resources, activities, and organisation of the environment to promote positive attitudes towards diversity
- extend the opportunities for children to be creative, through using interesting materials that involve exploring a wide range of different textures, paint and other media.

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

Clear safeguarding systems keep children protected, supporting their well-being. For example, the childminder understands whom to contact if concerned about a child. The record of risk assessments are used appropriately to keep children secure indoors, outdoors and on outings. There is a clear and safe fire evacuation procedure in place, however, the procedure has not yet been practised with the children to maximise children's welfare. Written procedures are maintained well overall to support children's well-being appropriately. However, written parental permission is not in place for all children, for the seeking of any necessary emergency medical advice or treatment in the future, which is a breach of a legal requirement. Verbal agreement is, however, obtained.

The arrangement of space in the home supports children's learning and development appropriately overall and resources are of good quality. The childminder supports equality and diversity through supporting each child's individual needs suitably. However, the organisation of the environment, resources and activities planned, are not maximised to extend children's learning positively about diversity in people.

The childminder uses written evaluation to track the progress of the childminding provision and she uses the Early Years Foundation Stage documents to help her make plans to maintain suitable, on-going, continuous improvement. This is the childminder's first inspection since being registered as a childminder and overall, she has put in place some positive improvements for children. For example, the childminder has started to develop her planning systems to support children's learning progress appropriately overall and she has developed a simple questionnaire to include parents' views on the provision. These developments support children's learning and well-being appropriately.

The childminder supports the children she cares for through liaising regularly with the parents. For example, there is a regular, on-going, dialogue shared regarding the children's individual routines and some valuable information is gathered before children start the provision to support their welfare and learning. Policies and procedures are shared with the parents and support children's welfare well overall and parents can view their children's learning profiles. The childminder understands her role appropriately with regard to working in partnership with other settings where children may attend in the future and with other professionals, to support children's individual needs, transition and learning.

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

Children enjoy their time at the provision because the childminder supports children appropriately in their development towards the early learning goals. For example, children make marks, using a marker pen, demonstrating strong control

of their physical skills. Their communication skills are appropriately supported as they sing songs. The childminder helps their counting skills during singing and through various activities. Children's emotional well-being is supported well as the childminder claps and smiles at the children as they join in activities. Children are learning to differentiate colours appropriately as they are asked to name them. The environment is organised to enable children to develop their independence skills appropriately through choosing toys that are arranged at low level and the toys and equipment are of good quality. However, the opportunities for children to be fully creative, through using interesting materials that involve exploring a wide range of different textures, paint and other media, is not yet fully extended.

The observation systems are developing appropriately overall, to support children's learning and development. For example, through taking account of children's starting points and through observation, plans are starting to be put into place to help children extend their skills, such as, recognition of colours, counting and social skills. However, the observations systems are not yet maximised to fully inform planning a child's developmental progress across all areas of learning.

Children are starting to learn about diverse communities and the wider world appropriately, through trips into the local community and through using some resources, such as, books. However, the organisation of the environment and the activities and resources available are not yet fully developed to make the most of diversity and extend opportunities for children to learn positive attitudes towards different customs and lifestyles. Children are learning about how to keep themselves safe through routines, such as, crossing roads on outings. Children behave well and are learning to care for resources well. In addition, they move around the environment safely.

Children stay healthy as they are cared for in an environment which is hygienically maintained. Hygiene routines are carried through appropriately, such as, hand washing. Children eat a range of healthy snacks, such as, fruit and foods that include, fish, chicken, potatoes and vegetables. Children drink water or very dilute, sugar free juice. Children are active in the fresh air by going on regular outings, such as, on walks to various parks and to a play gym. In addition, they use good quality resources in the garden, where they can develop their physical skills appropriately, such as, through jumping on the trampoline and using toys that they have to push and pull.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	3
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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	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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