

Inspection report for early years provision

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Inspection date	17/11/2009
Inspector	Katy Elizabeth Wynn
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.

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 was registered in 1984. She lives in the Roundhay area of Leeds with her husband and two adult children. The childminder uses the ground floor of the property only which consists of the dining room/playroom, kitchen and toilet facilities. Children have access to a rear garden for outdoor play activities. The family have one cat as their pet.

The childminder is registered to care for up to six children under the age of eight, of these, three may be in the early years age group. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, of these four are in the early years age group. 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 good.

Overall children's individuality is recognised and acknowledged by the childminder who tailors her service to provide an inclusive environment for the children in her care. Children have access to a good range of resources and activities to promote their interest and enjoyment. The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and she is establishing a systemic approach to using observation and assessment to plan for children's progress towards the early learning goals. All of the required documentation is in place to support her practice and children's learning and welfare. The childminder demonstrates a commitment to continuous improvement and reflects on her practice to identify priorities for development. Partnerships with parents have been established and a key strength of the setting is the close working partnership she has with other settings the children attend, to ensure a consistent delivery of the EYFS.

What steps need to be taken to improve provision further?

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

- develop further the good practice by reviewing organisation of resources to provide children with greater opportunities to make independent choices about their play activities
- ensure observation and assessment is used effectively to identify learning priorities and to inform planning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues in order to protect children. For example, her safeguarding policy is comprehensive and shared with

parents. She also ensures all visitors sign the visitors book and are not left alone with the children. The childminder has undertaken risk assessments of the home, garden and outings to ensure children are safe whilst in her care. She also has a pack of information on her each time she leaves the home, alerting the emergency services that she is a childminder and giving details of each child with her and their contact details.

The childminder has completed a self-evaluation of her provision, which is an accurate reflection of the care provided. Any areas for improvement identified through inspection were immediately agreed with, and the childminder is very proactive about how she will implement positive change. The childminder works in partnership with parents well to identify children's starting points on admission and plan for their individual needs. She shares information with parents about children's progress towards the early learning goals and the Early Years Foundation stage. The childminder shares details of children's care and routines between home and the setting. She has established good partnerships with other settings the children attend and regularly views the children's development records and uses their planning to further develop children's learning opportunities. She is very aware of inclusion and promoting equality and diversity in all she does with the children and in her information to parents.

The childminder supervises children well between the two rooms used for childminding. The home is attractively laid out with quality toys and activities for children's arrival. However the organisation of additional resources hinders spontaneous play as some toys are difficult to access.

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

Children benefit from the childminder's detailed knowledge of their individual needs. Children are happy and settled in the childminder's company and play contentedly and interact positively with her. This secure relationship enables children to become confident and independent learners. The childminder knows the children well and confidently talks about what they like to do and are interested in. Systems are in place to observe and assess the children as they play. These are supported by photographs, are linked to the areas of learning, include next steps and what to share with parents. The childminder uses this information to enable her to plan for the next stage in children's learning and development and complete a monthly progress summary, however she does not always use this information effectively to inform planning.

Young children feel safe and secure within the healthy relationship they have with the childminder. For example, children smile at the childminder as she puts her arms out for them to walk with her. Children's language skills are fostered as they take pleasure in making and listening to a variety of sounds and the childminder responds appropriately to these. They enjoy conversations, looking through books together and visits to the library. Their early writing skills are promoted as the childminder provides a range of mark making resources. The children recently entered a drawing competition in a children's comic and won, giving them a real

sense of achievement. The childminder introduces early maths as she sings number songs and rhymes to the children. They begin to find out about shape as they attempt to fit shapes into inset puzzle boards. Children develop mathematical concepts as they help the childminder with everyday activities such as, hanging the washing out and matching socks. They explore technological toys with interest and will sometimes press parts to achieve effects such as sounds and lights.

Children are learning about keeping safe, for example, when they go out within the community, they talk about road safety and not to talk to strangers. This equips children with a good understanding of how to manage their own safety. Children are learning to be healthy; they learn about healthy foods, for example, they enjoy nutritious and well-balanced meals and snacks. Children enjoy washing their hands and a clear explanation as to why it is important to wash their hands is discussed. Children have regular opportunities to enjoy fresh air and exercise as they play in the childminder's garden or on play equipment at the nearby park. Children's behaviour is good and the childminder reinforces positive behaviour with stickers.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

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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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