

Inspection report for early years provision

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Inspection date	23/02/2011
Inspector	Lindsey Pollock
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.

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Description of the childminding

The childminder was registered in 1983. She lives in Leeds and works with two assistants and a co-childminder. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. This number increases when working with an assistant or her co-childminder. There are currently eight children on roll in this age group who attend at various times. The childminder cares for children from Monday to Friday all year round. The childminder has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an experienced and qualified childcare practitioner who demonstrates a dedicated approach to her work. She is warm, caring and committed to providing the best possible start for children in her care. She has a very good understanding of the Early Years Foundation Stage and makes excellent provision for children's learning and development. Positive relationships are in place with all parents, and the childminder works closely with them to provide continuity of care for their children. Effective systems are in place to monitor the childminding provision and there is a genuine commitment to development. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- further develop systems for working in partnership with other providers of the Early Years Foundation Stage
- develop the use of self-evaluation forms to help identify and prioritise areas for development.

The effectiveness of leadership and management of the early years provision

Children are kept very safe and secure within this warm and welcoming home. Thorough risk assessments are conducted and recorded. These ensure that potential hazards in the setting are minimised. Each type of outing is also fully risk assessed to keep children safe. Checks have been completed to ensure adults who have contact with children are suitable. Any visitors to the home are closely supervised to ensure that children are not at risk. Emergency evacuation procedures are clearly thought out. They are practised regularly with the children

so the childminder can be sure that she can evacuate the premises quickly and safely, and so that children become aware of what to do in an emergency. A record is also kept of checks to smoke alarms to ensure these are in working order. The childminder has a good awareness of safeguarding issues. She fully recognises her responsibility for protecting children and is knowledgeable about the procedures to follow should she be concerned about a child in her care. The childminder, her assistant and her co-childminder keep their first aid training up-to-date to further protect children. Documentation is well organised, meets legal requirements and is readily available for inspection by appropriate persons.

Evaluation involves the co-childminder, assistants, parents, and children. The childminder consults fully with parents and children and she respects and values their opinions of the provision. Regular questionnaires are completed by parents and verbal daily feedback is also sought. The childminder is beginning to use self-evaluation forms to identify the many strengths of the provision. However, as yet, these do not clearly identify the impact of her practice or areas for development. Recommendations made at the last inspection have been met to improve outcomes for children. For example, clear detailed records are kept of administered medication. Furniture, equipment and resources are of high quality. They are used extremely well to support children's learning and development. Resources which reflect our diverse society are readily available to help children develop positive attitudes towards others. The childminder and her assistant devote all of their time to the children, giving them exceptional support and attention. They provide a rich, highly stimulating learning environment while managing to retain a warm, homely atmosphere in which children are clearly 'at home'.

Good partnerships are in place with parents. The childminder provides them with lots of information about the provision to reassure them before they leave their child. They are fully informed about their child's care and development, both verbally and through written documentation. Parents speak very highly of the childminder and of the care she provides for their children. They are particularly happy with the range of activities provided and the relationships that the childminder has built with their children. The childminder endeavours to build good links with other providers of the Early Years Foundation Stage to ensure clear progression of children's learning and development.

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

The childminder clearly enjoys caring for children and is motivated and enthusiastic about her work. Children are very happy and relaxed in her care. They enjoy the company of the older children during school holidays and there is a real 'family feeling' when they are all together. Her good knowledge and understanding of the Early Years Foundation Stage enable her to provide the children with excellent learning experiences that are fun and enjoyable. Written observations for the younger children in the Early Years Foundation Stage and close monitoring of those already in full time school enable her to provide for their learning and development while in her care. Activities are very well planned, cover all areas of learning and are adapted where necessary so all children can be included. For

example, even the youngest child participates enthusiastically in the baking activity. Assessments are completed and these verify the exceptional progress that children are making towards the early learning goals.

Children play extremely well together. They understand the importance of sharing and taking turns. For example, as they play a game and wait for their turn to stir the cake mixture. They develop a strong sense of belonging as they see their artwork and photos of themselves displayed in the childminder's home and in their learning journals. Behaviour is very good. Children know what is expected through familiar routines and clear explanations. They show respect for everyone and are polite. The adults caring for them give them lots of praise and encouragement for their efforts and kindness, which helps boost their self-esteem. Children are very keen to learn, ask questions, make perceptive observations and confidently express their ideas. They have many opportunities to be creative and use their imagination. They love making 'beans on toast' and 'cups of tea' in their 'kitchen' and kindly give this to the adults. They demonstrate their excellent understanding of number as they confidently count the slices of 'pizza' they have made and count the bun cases for the cakes they are making. They love reading books and have favourites, such as 'The Very Hungry Caterpillar', which leads to them making very attractive numbered butterflies. This helps with their number recognition. They engage in wide range of creative activities using different media, such as, gloop and dough, and enjoy lots of painting activities. There are exceptional opportunities for them to learn about the wider world, as they participate in a wealth of outings in the local community and further afield. They enjoy trips to places such as the farm, Scarborough, Eureka Museum and Sundown Adventure Park.

Children love being outdoors and are very active. They play happily in the garden and also enjoy using the equipment in parks. This, along with eating nutritious snacks provided, helps them to raise their health and bodily awareness and learn the importance of maintaining a healthy lifestyle. High standards of cleanliness are maintained throughout all childminding areas and children independently follow good hygiene routines. They need little encouragement to wash their hands as they love using the new soap dispenser. The childminder uses role play and stories to reinforce children's understanding of how to keep safe and protect themselves from harm.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1

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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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