

Inspection report for early years provision

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Inspection date	07/06/2011
Inspector	Abigail Cunningham
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 1987. She lives with her husband and three adult children in Armley, Leeds. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making good progress in their learning. They are developing a positive approach to being healthy and have regular opportunities to practise their physical and creative skills. The childminder has an accurate understanding of the strengths and weaknesses of her provision and she takes effective steps to improve it. She has developed positive links with the children, parents and other childcare providers.

What steps need to be taken to improve provision further?

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

- increase the range of resources which reflect diversity
- provide the children with regular opportunities to find out about the wider world
- extend the children's understanding of staying safe through the use of books and other resources.

The effectiveness of leadership and management of the early years provision

The childminder has a safeguarding children policy in place, which is shared with the parents. She has attended child protection training and keeps up-to-date with safeguarding issues. Therefore, she knows to record concerns and seek advice where necessary. Additionally, all adults living on the premises have undergone the required suitability checks. To enable children to play safely, the childminder completes and regularly reviews risk assessments. Positive steps are taken to reduce hazards. For example, cleaning substances are inaccessible to the children as they are stored in a locked shed.

Parents are involved in the self-evaluation process as their views and ideas are sought. Plans are well thought out to deliver positive outcomes for children, such as making improvements to the childminder's garden.

The childminder knows the children and their families very well. Feedback from parents is very positive. For example, numerous letters can be seen within the childminder's information file. Walls around the childminder's home display relevant information, such as the childminder's registration certificate, public liability insurance certificate, house rules and fire evacuation plan. Therefore, the children's parents are fully informed about the service provided. They receive clear and detailed information about the children's care through the completion of individual development records and discussions with the childminder.

Well-established channels of communication between all partners involved with individual children are fully in place. This successfully promotes the children's learning, development and welfare. For example, where children attend other settings, the childminder discusses the children's progress with the teaching staff and reads the setting's newsletters.

The children have regular opportunities to learn about the local community. This is because the children are taken out to local parks. However, opportunities to gain an awareness of the wider world are limited. The children have access to some resources which reflect positive images of diversity, such as dolls and books. Therefore, there is scope to increase this range. Resources of other toys and equipment are well deployed to support children's progress.

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

Meals such as tuna pasta are offered to the children. Young children are successfully developing their self-help skills and with encouragement can feed themselves. The children are active and understand the benefits of physical activity. They have regular opportunities to play in the childminder's garden and visit different parks. For instance, while in the childminder's garden they like to play on the wheeled vehicles and in the sandpit.

The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful, as the childminder shows the children how to cross roads safely. They are also beginning to show an understanding of how to keep themselves safe through practising regular fire drills. For example, the children know that the evacuation meeting point is at the top of the childminder's garden. However, there are missed opportunities to extend the children's understanding of staying safe through the use of books and other resources.

Planning is linked to the children's individual needs and interesting themes such as Halloween, Christmas and Chinese New Year. As a result, the children are interested in the activities which are on offer and take responsibility for choosing what they do. For example, a small group of children decided to play with the

musical instruments. Children's records show their achievements and progress. Observations and photographs are linked to the six areas of learning and these identify what needs to be included in planning for children's next steps. Monitoring systems relating to children's progress are fully in place, as individual tracking sheets are regularly updated for each child.

The childminder is skilled at listening to children. As a result, children are confident and competent in communicating their thoughts and preferences. For example, one child explains that her favourite stories are about princesses such as 'Cinderella'. More able children can write their own name and can correctly name different colours and shapes.

The children enjoy participating in creative activities. For instance, they have fun dressing up and playing with the musical instruments. They also enjoy making marks with chalks and paints. Young children also enjoy joining in with their favourite songs such as 'twinkle, twinkle little star' and 'row, row, row your boat'.

The childminder has a very consistent approach to managing children's behaviour. For example, she reminds children about the rules and how to keep safe. As a result, the children happily share toys, take turns and use examples of good manners without being prompted to do so. Children have regular opportunities to socialise with other children. This is because they are taken to a local toddler group.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	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	3
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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