

Inspection report for early years provision

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Inspection date	23/02/2011
Inspector	Dianne Andrews
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 1990. She lives with her husband and their two children aged 23 and 16 years in Farsley, a suburb of Leeds. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and currently has seven children on roll. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She attends the local parent and toddler group and takes children on visits to local amenities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her excellent understanding of the Early Years Foundation Stage and her extensive knowledge of each child to ensure that their needs are met. Children are offered a wide range of activities that consistently and successfully promote their welfare and learning and enable them to make outstanding progress. The childminder's professional approach to her work and the positive development of her practice through attendance at a wealth of training encourages parents to feel confident in her; good procedures support the exchange of relevant information about children and promote the provision of consistent care and support. The childminder reviews her work and has a positive approach to self-evaluation, actively seeking feedback from parents. This approach enables her to build a thorough picture of her practice and prioritise improvements, thereby, maintaining a service, which is responsive to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- review the risk assessment to include the minimising of the risk of cross-infection with regards to handwashing and sleep facilities.

The effectiveness of leadership and management of the early years provision

The childminder understands her role with regards to the protection of children in her care and has effective systems in place to ensure they are safeguarded. She is vigilant about children's safety and ensures that effective actions are taken to manage and eliminate risks. Risk assessments for the premises and for outings are robust in most areas. Documentation and procedures in place, such as the

verification of visitors' identification and the daily attendance register for the children, underpin the service and further support children's well-being. Fire detection equipment is fitted where required and children practise emergency evacuation procedures regularly so that they understand how to keep themselves safe.

Steps taken by the childminder to promote children's good health and well-being are, on the whole, successful; appropriate action is taken when children are ill; suitable arrangements are in place for first aid, recording accidents and medication. Handwashing facilities are adjacent to the play area to promote children's understanding of personal hygiene routines; individual towels are available for hand drying. However, this facility is not fully effective in infection prevention as the towels are stored in close contact. In addition the blankets used for young children to sleep on are accessible to other children.

Children develop secure, trusting relationships within the setting, which are enhanced through the well-established relationships between the childminder and their parents. She gets to know and fully understand their children's individual needs, likes and dislikes and helps them to feel secure about the care arrangements. The childminder effectively supports children with learning difficulties and/or disabilities, promoting an inclusive service for all children and their families.

Parents know about the progress their children are making through ongoing discussion and access to their children's developmental profiles at regular intervals. The profiles include informative photographs and anecdotes and document achievements; these are confirmed within a periodic overall progress report covering all areas of learning. The childminder uses her observations and assessments skilfully to plan for the next steps in children's development. Children's learning is enhanced through a broad range of activities, which require both adult involvement and independent discovery.

The childminder works effectively together with other provisions children attend to promote continuity in the delivery of the Early Years Foundation Stage. She has close ties with the nearby school and takes and collects children from there. These relationships help children make a smooth transition to new learning and social environments.

The childminder's home is comfortable, spacious and well maintained. The welcoming environment is awash with posters, examples of text and number, maps and books to support children's learning. There is a wide range of resources available, stored in clearly labelled boxes. Children are able to request or access resources and make decisions about what they want to play with. The childminder supports children's play in a lively and enthusiastic manner; she demonstrates a clear understanding of how they learn and offering challenge relevant to their stage of development.

The childminder demonstrates a genuine enjoyment of her work. She shows a clear commitment to making continuous improvements through seeking and acting upon advice from local professionals, and is highly motivated to attend ongoing

professional training relating to early years. She is using self-evaluation systems to plan for the future development of the provision in order to promote the best outcomes for children.

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

Children make excellent progress. They benefit from high levels of interaction with the childminder, who is fully committed to helping them learn and progress at their own pace towards the early learning goals. This means that the children are interested, keen to participate and are confident to make independent choices about their play and learning; resources reflect children's interests and are organised effectively to support their learning and to ensure they feel settled and secure. The childminder is very aware of children's abilities and agrees their starting points with their parents. She adapts activities to support, stimulate and challenge children, helping them to make significant gains in their learning.

Children enjoy taking part in activities related to the monthly theme to foster active learning. Together they paint a shopkeeper as part of the 'local shops' theme, after drawing around an older child present. All age groups work together learning to take account of one another's needs; babies explore the paint using a brush to make marks, on the paper and on himself, while sitting together with his peers in his highchair; toddlers observe what the others are doing and begin to copy their actions and make a valuable contribution to the art piece. As they decide where to hang the picture up on the wall, they use mathematical language to describe its size, comparing it to very tall items such as a giraffe or 'Mount Everest.' Children proudly talk about the collage of shops they have also made and have displayed along the window sill. They develop knowledge of their local community as they refer to the types of people who run the shops and facilities they have created, such as butchers, police and fire officers and greengrocers.

Children's language skills are effectively developed through lively conversation and modelling of words. The childminder encourages the use of sign language to enhance communication with the youngest children and for the benefit of those with communication problems. In addition pictorial learning aids are used to help children to make decisions about the day's events; helping all children to make a positive contribution. Children have access to a vast range of books, dolls and some other resources, which help to develop their understanding of diversity and their acceptance of difference.

Children gain an understanding of the benefits of an active lifestyle and make healthy choices about food, referring to posters to confirm nutritious and tasty options. They enjoy experiences to enhance the learning opportunities they have in the childminder's home, for instance walks in the local area to take photographs of the shops to add to the theme, walks along the canal and visits to the nearby horse farm.

Children learn to keep themselves safe as they talk about the hazards and risks before going on outings or walks. They learn to protect themselves and understand who to go to if they need help. They are supported to use tools and equipment safely, such as scissors and craft implements.

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	1

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	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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