

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Paula Fretwell
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 1994. She lives with her husband and two adult children in Oulton, Leeds. The whole ground floor of the property is used for childminding purposes and there is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently caring for three children in this age group. The childminder is registered on the compulsory and voluntary parts of the Childcare Register and there are currently five children being cared for within this age group. The childminder takes and collects children from school and attends groups within the community during the week. 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.

Children are well cared for in a caring and homely environment in which their individual needs are fully considered. The childminder has a good understanding of the statutory framework for the Early Years Foundation Stage and she promotes children's welfare, learning and development in fun and interesting ways. Partnership with parents is based on good levels of communication in order to provide individualised care for each child. The childminder is aware of the importance of developing links with others to enhance learning and development opportunities for children. Some evaluation of the quality of the provision is in place and the childminder has addressed the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- extend the process for evaluating and monitoring the quality of the provision, for example by including the views of children and parents
- ensure the risk assessment is reviewed regularly, at least once a year or more frequently when the need arises.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding children and understands the procedure to follow in the event of a concern or allegation about their welfare. Well-organised documentation effectively supports the childminder's practice, with

policies, procedures and daily recording all in place. Risk assessments identify potential hazards, although these have not recently been reviewed. Daily checks are made of the childminder's premises and resources to ensure children play safely and the childminder is vigilant about children's security at all times. Fire evacuations are practised and recorded so the children are helped to learn how to stay safe and the childminder uses opportunities in the daily routine to discuss safety with children. For example, they are reminded to talk about sitting safely to the table when doing a craft activity.

Resources are used effectively and children can easily access what they need to support their play and ideas. The childminder works with low numbers of children, giving high levels of individual attention. A secure routine is in place which helps children develop a sense of security and belonging. For example, children talk about going to the 'centre' as part of their daily plans. Trips to local places are organised as part of a wider group and this extends children's knowledge of their environment. Children's understanding of equality and diversity is promoted through the childminder's inclusive approach. Resources, activities and discussion help children to value and respect other peoples' differences and similarities. Different cultural festivals are acknowledged and the childminder challenges discriminatory behaviour so that all children feel valued and important.

Very effective two-way communication ensures partnership with parents is meaningful and promotes children's individual well-being, learning and development. Children's development and interests are recorded taking into full consideration the views of parents, who regularly contribute to their child's profile. Information from home is incorporated into the childminder's plans for the next steps in children's learning and photographs illustrate how much fun children have in the setting. Parents are kept informed of the childminder's plans through the childminding group newsletter and information on her notice board. The childminder knows the importance of establishing good working links with other providers of the Early Years Foundation Stage, to enhance opportunities for children's learning and development. The childminder uses the Ofsted self-evaluation form to highlight the strengths of the setting and the areas to improve, although the views of children and parents are not yet included in this process. A particular strength is the childminder's knowledge of each child and their individual personalities, likes and dislikes and this enables her to provide meaningful experiences for them.

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

Children are very happy in the childminder's care and good relationships help them to feel confident to make their needs known. The childminder gives plenty of attention to each child and she knows their interests well, planning suitable opportunities for them to learn through play. For example, the childminder knows that children like art and craft activities and so she makes sure these are accessible. Children enjoy making collage pictures and they chat about what they are making. They then decide to draw and request their favourite pens, proceeding

to draw imaginative pictures. Children draw a rainbow and describe each colour, then knowledgably talk about how mixing colours together makes other colours. The childminder chats with children, using skilled conversation to extend their vocabulary and to encourage them to think. For example, they name different shapes in their creations. Children readily engage in role play and they involve the childminder as they make tea parties for their baby and pretend to feed her. The childminder joins in and uses such play opportunities to develop children's mathematical ideas, such as more, enough, full and empty.

Children's good health is supported through the childminder knowing each child's dietary needs and working closely with parents to ensure these are met. Children enjoy plenty of fresh fruit and they talk about which ones they like and which they do not. The childminder lets children feel and name different fruits, such as kiwi and they enjoy snack time as they sit and eat their choice of fruit. Drinks are always available; younger children's cups are kept full and within reach and older children can access their own water at any time. Children enjoy plenty of fresh air opportunities to promote their good health and they visit places, such as farms and parks. Policies and procedures effectively support children's good health as does personal hygiene routines, such as hand washing. Posters displayed, such as for hand washing help to reinforce the importance of good hygiene to children.

Children behave very well in response to realistic expectations. Simple house rules are displayed and the childminder has a consistent approach which helps children to feel secure. Plenty of positive praise and encouragement is given to raise children's self-esteem and help them feel good about themselves, which in turn promotes positive behaviour.

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	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	3
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	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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