

## Inspection report for early years provision

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| <b>Unique reference number</b> | 319875      |
| <b>Inspection date</b>         | 23/02/2011  |
| <b>Inspector</b>               | K.A. Bryan  |
| <b>Type of setting</b>         | 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 has been registered since 1989. She lives with her husband, two adult children and seven year old child in a house in Leeds with local schools, parks and shops within walking distance. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight, three of whom may be in the early years age group. There are currently five children on roll, of whom three are in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled at the home because the childminder understands their individual needs. She works closely with parents and others involved with children to ensure she can respond quickly to any new requirements or changes. Generally, all children make good progress in their learning and development as they access a broad range of activities supported by good quality resources. All required policies and procedures are in place and the childminder uses self-evaluation well to identify how to improve her service to children. All recommendations from the last inspection have been implemented.

## **What steps need to be taken to improve provision further?**

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

- improve systems so that children's starting points are linked to the areas of learning so their strengths and interests can be built on
- develop systems to identify the next steps in children's learning in order to maximise their progress.

## **The effectiveness of leadership and management of the early years provision**

The childminder is clear about her responsibility to safeguard children and has attended training in this area to supplement her awareness. A policy is in place and is shared with parents so they understand how their children are protected from harm. Clear procedures are also in place to report any concerns to the appropriate authorities. All adults at the home have been checked and children are never left with people who have not been cleared.

The childminder has a good range of measures in place to safeguard children and she is always in the kitchen and garden with them so their safety is well maintained. Children learn about keeping themselves safe because the childminder explains to them about hazards such as running in the home and they understand

the consequences of this. This ensures they learn to be responsible for their own safety well. A comprehensive risk assessment underpins practice and this includes daily checks on the home, garden and resources to ensure the environment is safe for children.

The childminder shares a good range of policies and procedures with parents and talks to them daily about their children's progress. Each child has a 'learning journey' which is a good record of their learning and development and this is regularly shown to parents so they can share in their children's achievements. Good systems are also in place to work with others who deliver the Early Years Foundation Stage to children which ensures their needs are consistently met.

The childminder has completed a range of training which demonstrates her good commitment to developing her service. She also uses self-evaluation well to identify areas for continuous improvement, such as further training, to help her extend the quality service she provides for children.

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

The childminder has a good understanding of the Early Years Foundation Stage and has attended training in this area. This has helped her to plan an interesting and varied range of activities for children. Good observations link children's progress to all areas of learning. However, their starting points are not linked to these and the next step in all children's learning has not been identified. This means children's progress may not be as effective as possible.

The childminder increases children's awareness of the wider world well. They acknowledge a range of festivals and recently celebrated Chinese New Year by making masks and tasting noodles. The childminder also has a range of words in other languages which help children with English as an additional language to settle quickly. The childminder and the children have completed a Baby Signing course which increases their opportunities to communicate with a range of other children. Children proudly show off this skill and are delighted with the praise they receive from the childminder. The childminder tells children she is very proud of them and this helps them to develop into confident individuals who feel valued and appreciated.

Very warm relationships are in place between the childminder and the children and lots of conversation promotes their vocabulary well. They eagerly ask the childminder for their favourite songs and count themselves in which helps to develop their number skills effectively. They laugh with delight as they each choose a puppet to help them sing.

Children enjoy their time at a local park which has large equipment such as a climbing frame and swings and this offers them a good range of physical challenges. Patio doors from the lounge open onto a covered porch which allows children to enjoy free-flow into the garden and to benefit from fresh air. Mark-making activities using chalks and water are routinely taken outside so children can

use a variety of media to develop their writing skills effectively. The childminder is beginning to promote children's awareness of the natural world well as they help to care for her rabbit and fish. They also enjoy walks to collect leaves, which they make into a collage, and learn about the lifecycle of living things.

Children behave well and use good manners routinely. They can sit and listen and give each other time to talk which promotes a calm atmosphere in which each child feels they have a voice. Good use is made of simple house rules such as sharing which means children learn to work together and understand what is expected of them.

Children effectively learn about the benefits of healthy eating as they try a range of fruits which include pineapple, pear and apple. These are linked to a planned topic about a story caterpillar, so good links are made between the areas of learning. This topic will also be undertaken with another childminder indicating children also get good opportunities to socialise.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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