

Inspection report for early years provision

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Inspection date	31/05/2011
Inspector	June Rice
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 1994. She lives with her husband, one adult child and one child aged 16 years in Tingley, near Leeds. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a cat. The childminder supports children with English as an additional language.

There are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school. This provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a positive attitude towards continued improvement. She has recently evaluated her provision and is aware of areas that require improvement. Space is used very effectively and she is committed to working in partnership with parents, local schools and other early years providers. This ensures children continue to make good progress in an environment in which they feel safe and secure.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to learn about recycling, planting and growing
- develop further the use of self-evaluation, and provide opportunities for children and parents to be involved.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates a satisfactory understanding of child protection and is confident in her ability to implement procedures effectively in order to protect children. All required documentation is in place and clear risk assessments identify possible hazards and the action taken to reduce any risks. Since her last inspection, the childminder has continued to access a wide variety of training that enhances her provision, for example, such as a sign language workshop, observation and assessment, common assessment framework, and a science

puppet workshop. She has developed sound working relationships with parents and other professionals to ensure children's individual needs are met effectively. For example, she encourages the sharing of children's progress between parents, schools and herself.

The childminder successfully evaluates her provision and its impact on children's learning and wellbeing. However, she has not included children or parents in this process. The system for observations, assessments and planning clearly identify children's progress. They are linked to the Early Years Foundation Stage and used effectively to plan their next steps. The childminder demonstrates that she knows her children very well. She supports their learning through a good range of activities and uses good questioning techniques that encourage them to think and respond. Inclusive practice is promoted effectively by the childminder who promotes equality for all through resources and activities that introduce children to diversity.

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

The childminder provides children with a good range of activities and play opportunities that include a variety of experiences away from the setting. For example, they visit group settings, parks and other interesting places where they are able to play with large play equipment, observe animals and learn how to socialise with others. This effectively encourages children's interest in their wider world and promotes their physical wellbeing. Good health and wellbeing is promoted through procedures that are well implemented. For example, children who are infectious are excluded to protect others, and systems are in place to record medication, accidents and existing injuries. Children wash their hands before and after meals, and after using the toilet. The childminder promotes healthy eating through discussion and the provision of home-cooked meals that are healthily balanced. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe. For example, they practise an emergency evacuation, learning how to evacuate quickly. They talk about road safety and not to talk to strangers. Children are well behaved and learn to cooperate and share with others. They have developed sound friendships and are polite and friendly towards each other. Children are provided with opportunities to develop their skills through a good range of resources and activities that are not gender biased.

Inclusive practice is well promoted by the childminder who states that she would challenge inappropriate attitudes and practices. Children are treated as individuals and are encouraged to learn about and respect differences in an environment that makes good use of resources such as photographs, books, posters, jigsaws and role play equipment that introduce children to differences. The childminder demonstrates good listening and questioning techniques that help children to think and extends their learning. Her intervention is timely and she gives children the time to answer. She provides activities that she knows children are interested in, and they go on regular outings to support their growing interest in their outside world. For example, they visit garden a centre where they see rabbits, guinea pigs,

fish and terrapins. They visit a farm where they learn about cows, whose milk is used to make ice-cream, and enjoy longer trips to the zoo. However, there is limited opportunity for children to plant and grow, and learn about the benefits of recycling. The childminder helps children extend their growing vocabulary by encouraging them to talk about what they do when they visit the park. Their faces light up as they recall going on the large tyre swing and talk about feeding the ducks. While out and about, children develop their counting skills as they learn to pay for items themselves, loving the independence and grown-up feeling.

Children initiate their own play and occasionally are quite happy to sit for part of a session on their own, using their imagination as they play with small world characters and talk to themselves. Children's learning of English alongside their own language is very well supported as the childminder skilfully uses flash cards to encourage them to pronounce simple words, and name colours. They thoroughly enjoy this activity and the childminder skilfully extends their conversation using the flash cards as prompts to initiate a discussion about their family and friends. They talk about igloos being made of ice and being cold, and name the different coloured letters, green, yellow and orange. Children are asked if they want to paint. They use brushes and mix the paints together and show pride in the masterpiece they create. Children's interest in stories and books are promoted well. They sit close to the childminder to listen to a story. They look at the illustrations and repeat the words after the childminder.

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	3
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	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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