

Inspection report for early years provision

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Inspector	ISP Inspection Melissa Patel
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 1992. She lives with her husband and adult daughter in Meanwood, a suburb of Leeds. The whole of the ground floor and small rear bedroom of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children of whom three may be in the early years age range. The childminder is currently caring for five children, of whom three are in the early years age range. She walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The childminder currently has children on roll, but there were no children present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There were no children present at the time of the inspection. However, the childminder provides good evidence to demonstrate that the Early Years Foundation Stage is promoted effectively overall, through a well-organised environment, effective documentation and good knowledge of the children's individual needs. This promotes the children's learning and welfare well. Partnership working with parents and other early years provisions work well overall, through ensuring relevant information is shared to support children. Monitoring systems are effective in maintaining ongoing continuous improvement and therefore, the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- encourage parents to make comments on the children's development profiles, to further develop children's learning progress
- extend the labelling in the environment to further support children's understanding that print has meaning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding procedures to protect children. The availability of effective policies and procedures show that the childminder maintains robust systems that are required for the safe and efficient management of the Early Years Foundation Stage. For example, there are detailed

risk assessments for indoors, outdoors and on outings. The organisation of the environment to support children's learning progress is good overall, including the arrangement of resources to promote diversity.

There are effective working relationships with parents, ensuring relevant information is shared to keep both the childminder and parents informed of daily events. Parents supply information regarding children's likes and dislikes and they access the policies and procedures. Parents are involved in their child's learning and development through discussion and through viewing the development profiles. However, there is no current system in place to encourage parents to make comments on the profiles, to further extend children's learning progress. Successful links have been made with other early years professionals and provisions to support children's transition to other settings and to compliment their learning priorities. The evidence available demonstrates that the parents are happy with how their children are cared for and how they progress whilst at the provision.

The childminder uses written evaluation to monitor the progress of her provision and she uses the Early Years Foundation Stage documents to help her. The evidence available demonstrates that this helps the childminder promote improvements for children well. The childminder has met the recommendations that were raised at the last inspection. For example, she has updated her permissions from parents by ensuring that she has obtained written emergency medical consent and she has reviewed the systems to ensure that safety is maintained with regard to access to the provision. In addition, the childminder has developed her learning and development records to support children's progression effectively. These improvements support children's well-being and learning well.

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

The childminder demonstrates that children are cared for in an environment that supports their learning well. There are many good quality resources arranged at low level to aid children's independence skills and choice. Children have opportunities to develop their small physical skills and their skills for the future effectively. For example, they can use resources that require their problem solving skills to work out how to operate them. Good quality books are available, supporting children's early reading skills. However, the labelling in the environment, to consistently support the children's understanding that print has meaning, is not maximised.

Through discussion and well recorded documentation, including photographic evidence, it is clear that children experience a broad range of planned activities, both indoors and outdoors to help them progress towards the early learning goals. For example, they go on regular trips into the community, such as to parks, farms and indoor play areas. This helps them develop their knowledge and understanding of the world and they can develop their large physical skills climbing and crawling through tunnels. This also enables children to have fun and stay healthy effectively through physical exercise. In addition, the children are cared for in a hygienic

environment. They eat healthy foods, such as, fruit and homemade soups and they drink water and milk. Good photographic evidence shows children being creative whilst using different textures and materials and having frequent opportunities to make marks on paper and experiment with paint.

The evidence available effectively supports that children are learning positively about the wider world and different communities through celebrating festivals, such as the Chinese New year and the Hindu festival of Divali. In addition, the childminder prepares materials for children to make 'Mother's Day' gifts. The learning environment actively supports the differences in people, enabling children to receive positive messages about diversity, through images, varied diverse dolls and figures. Photographic evidence shows children enjoying themselves with the childminder on outings and in the home. The evidence also demonstrates that children are learning how to keep themselves safe effectively. For example, through discussions whilst on outings, children learn about safety when crossing roads and 'stranger danger'. In addition, they practise the fire evacuation procedure.

The childminder has a good understanding of the individuality of the children she cares for. Through making good use of the written observations in place, the childminder plans experiences to help children develop a variety of skills to help them progress well across the areas of learning. For example, the evidence clearly demonstrates that the children develop confidence and social skills through good one-to-one support from the childminder and through outings in the community, such as, trips to toddler groups. This enables children to participate in a variety of social activities, such as, singing in a group with other children. In addition, children show good progress with counting and recognition of colours.

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	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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