

Inspection report for early years provision

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Inspection date	18/05/2011
Inspector	Shaheen Matloob
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 1996. She lives with her husband and three teenage children in the Churwell area of Leeds, close to shops, parks, schools and public transport links. The whole of the ground floor, including an extension which is used as a designated playroom with toilet facilities, and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed garden for outdoor play. The family have a hamster.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage and attend on a part-time basis. The childminder also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from one of the local schools and regularly attends a parent and toddler group and childminder support group. She holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring environment in a family home where children are settled and secure. They make steady progress in their learning and development, although assessments and planning is not sufficiently robust to promote further learning. A positive relationship with parents and other partners ensures that there is continuity of learning and children's individuality is recognised and nurtured. Arrangements to monitor children's progress are not used effectively to identify and narrow gaps in children's achievements. Although, not fully established, there are satisfactory arrangements in place to identify strengths and basic plans are suitable to tackle areas of weakness. The childminder is motivated to continually improve her provision and aware of what to do in order to secure further improvement.

What steps need to be taken to improve provision further?

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

- develop and maintain a system to track and monitor children's progress in relation to their starting points, identify and address any gaps in achievement and provide challenges for gifted and talented children
- Improve observation and assessment records to identify the next steps in children's learning and to plan relevant experiences to help promote further learning
- improve self- evaluation systems to identify strengths and challenging

priorities for development that show how outcomes for children and overall quality of provision will be improved.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues and recognises that children's welfare is her first priority. Effective arrangements are in place to identify, respond and share information with appropriate agencies if concerns about a child's safety or welfare are raised. Positive steps are taken to promote safety and keep children safe. Clear risk assessments ensure that hazards are minimised and toys, furniture and equipment are suitable and safe. The childminder has a positive attitude towards continual improvement and has updated and attended several training workshops since the last inspection to improve her knowledge and practice.

The childminder has documents in place to monitor the progress and development of different children attending. However, these systems are not fully established to effectively track their progress in relation to children's starting points. The childminder adequately promotes equality and diversity. Children access a range of resources, such as books, puzzles and dressing up clothes, and celebrate festivals so that they begin to develop positive attitudes and learn to value different aspects of their own and other people's lives. Stereotyped views are challenged and all resources are accessible to all children.

The childminder cares for children who attend school part time and has good systems in place to regularly exchange written records and verbal communication to help support children's achievements and well-being. The childminder uses informed discussions and regular questionnaires covering a range of outcomes to self-evaluate, however, these systems are not established and do not demonstrate how she is going to improve outcomes for children. Regular questionnaires ask parents about suggestions they can make to help her improve or adapt the care she provides. In addition, children's views are sought through drawings about what they like about her setting. As a result, children comment that they like coming to her house and playing with the castle, play dough, tent and painting.

The childminder has good relationships with parents and they comment that they are 'satisfied with all the elements of care provided by the childminder in a fun, loving environment'. Parents are provided with good quality information about the setting and the childminder encourages them to share information about their children's routines and individual needs. Parents are kept up-to-date with their children's progress and achievements through daily verbal communication, photographs and written records.

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

The childminder has a sound knowledge of the learning and development requirements and the guidance for the Early Years Foundation Stage and continues to develop this through relevant training. Regular observations are undertaken and linked to the six areas of learning, however, the next steps for children's development are not identified and, as a result, relevant experiences are not planned to promote further development. The childminder supports children's learning through discussions and questioning, which promotes thinking skills and keeps children sufficiently interested in activities. Children are supported in developing their understanding of numbers and simple calculation skills as they use programmable toys, such as a till, to engage in role play shopping and recognise numbers. The childminder promotes this by asking for a specific number of items, such as two hats. Children also count the number of plates they have and if they have enough for the number of children present.

Communication is developing well and the childminder supports children's speaking and listening skills through regularly engaging in conversations, giving children time to respond and take turns in conversation. Children enjoy looking at interactive books as they sit close to the childminder. She actively involves them in the story as she helps to turn the pages, press buttons and point to pictures they recognise. Children explore musical instruments and enjoy dancing and singing their favourite nursery rhymes while tapping out a beat.

The childminder teaches children about keeping safe through discussions and makes them aware of potential hazards. As a result, children have a good understanding of dangers and how to stay safe indoors and outdoors. For example, they know that they are not allowed to touch the cooker because it is dangerous and will burn them and that crossing the road safely means waiting until cars have gone and the green man tells you that you can cross the road. Fire evacuations are practiced regularly and children confidently explain that when the alarm goes they have to go out of the house and go somewhere else. Children show that they feel safe, show sense of security and confidence in the childminder and say that the childminder gives them cuddles when they hurt themselves.

Children's good health and well-being are promoted effectively and positive steps are taken to prevent the spread of infection. Nappy changing and disposal procedures are hygienic and a clear sickness policy prevents cross-infection. Children understand and adopt healthy habits, such as good hygiene practices, and daily routines help children understand why they need to wash their hands. Children benefit from a range of snacks. Parents provide meals for children and are advised about providing healthy foods. Children know that certain foods, such as sandwiches, are healthy and fruit makes them big and strong. They also explain that too many sweets and chocolate will make them sick.

The childminder supports children to develop social and self-discipline skills according to their age and stage of development, and children contribute to

devising the house rules. Sensitive explanations according to their age and maturity help children to understand the consequences of their behaviour on others so that they understand the difference between right and wrong. As a result, children are generally well behaved and talk about how they all play together nicely, and gentle reminders help younger children to share toys. The childminder promotes positive behaviour through praise and stickers and reinforces children's good behaviour with parents to promote self-worth.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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