

Inspection report for early years provision

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Inspector	ISP Inspection
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1996. She lives with her adult son in Beeston, Leeds. The whole ground floor of the property is used for childminding purposes. There is a fully enclosed garden available for outdoor play. The family has a cat.

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 also registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and there are two children in this age group. The childminder attends a number of 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 cared for in a very welcoming and inclusive environment in which each of them is valued and respected. Children enjoy a wide range of experiences which support their learning effectively. This enables them to make very good progress towards the early learning goals in all areas. Effective relationships are established and maintained with all parents and others who have responsibility for each child. Some systems are in place for monitoring the provision, ensuring strengths and areas to improve are clearly identified. The childminder has addressed the recommendations from the last inspection and has worked very hard to improve all outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the system for evaluating and monitoring the quality of the provision, seeking the views of children and parents

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures ensure children are protected from harm. The childminder understands fully what to do in the event of a safeguarding concern or allegation and all necessary contact numbers are readily accessible. The safeguarding policy is especially highlighted to parents so they are all aware of its importance and they are given copies of all policies and procedures. Clear risk assessments ensure children play safely and children are encouraged to take care of all toys and equipment. Children's understanding of their own safety is promoted well. They are fully prepared for the inspection and the childminder

gives good explanations about why an unfamiliar adult is in the setting. Children know and can demonstrate what to do if they hear the fire alarm sound and they stop what they are doing to listen to the childminder's instructions. Care with equipment, such as scissors is discussed within creative activities. All documentation is very well organised and is highly effective in supporting the childminder's service.

Lovely resources are used well to ensure children make good progress towards the early learning goals. The childminder uses her own ideas to develop games that promote children's understanding of the world around them, such as, the importance of recycling. The childminder makes effective use of space for children and areas for play and storage are organised well. The environment is rich in images that reflect diversity, giving children many opportunities to learn about similarities and differences. For example, welcome posters in different languages are displayed and there are many toys and resources that support children's understanding of the needs of others.

The childminder is very enthusiastic about her role in helping children achieve positive outcomes. She is committed to continuous improvement of the setting and her own professional development, having recently achieved her Level 3 qualification. The childminder maintains a development planner, which identifies priorities for improvement, with timescales for completion, although, self-evaluation systems do not yet include the views of children and parents. Plans for improvement are accurate and well targeted, for example, highlighting the need to share children's profiles more closely with parents. Positive relationships between the childminder and parents support children's individual needs well.

Communication is ongoing and written consent is in place for all aspects of children's care. The childminder keeps a file of thank you cards and letters from children and parents, showing they are satisfied with the service she provides. The childminder understands the importance of working with other Early Years Settings that children attend in order to maximise opportunities for them to learn and develop.

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

Children are very confident and motivated in the setting. The childminder is focused on meeting children's individual needs and she knows each child very well. This enables her to plan meaningful experiences for them. Children's play is a good balance of adult-led and child-initiated events. The childminder enters into the spirit of play with children but also skilfully stands back and observes, giving them time to learn from each other and at their own pace. She has a good knowledge of the Early Years Foundation Stage and provides learning opportunities that are prompted by children's individual interests.

Children spontaneously engage in imaginary play, making picnics and going on bus rides, negotiating who will be the driver for each journey and deciding where to go. Children's profiles plot their progress against individual areas of learning and

are used well to plan for the next steps in their learning. Children's well-developed social skills support their learning as they include others in their play. Children confidently sing a range of songs and enjoy performing the actions. Children explore a good range of natural, as well as man-made materials. They creatively make Easter collage pictures and Mothers' Day gifts with the childminder who uses these opportunities to extend their learning, by introducing colour, numbers and shape in their conversations. Children are encouraged to be aware of letter sounds, such as, their first name initial and they love selecting books to read together or to each other.

Good procedures are in place to support children's health and well-being. For example, children consistently follow good hygiene routines and know how to keep themselves healthy. Fresh air and exercise is part of the children's routine and they spend time outdoors, walking or at the park. Healthy eating is promoted and the childminder has a good understanding of each child's individual dietary requirements, working closely with parents at all times. Children help themselves to drinks at any time, as they have named water bottles within reach, which ensures they remain hydrated. They learn about healthy foods through discussion and activities. For example, they enthusiastically serve fruit and vegetables as they role play in their picnic.

Children behave very well. They know the boundaries for expected behaviour and house rules are displayed in positive language. The childminder praises positive behaviour and fully supports children in building relationships with each other, acting as a good role model for them to follow. Children enjoy receiving stickers as rewards for desirable behaviour and they proudly show these off. Children have lovely manners and they use these in their interaction with the childminder and each other. This is further supported by a poster at their eye level, which promotes good manners. The childminder's genuine interest in her role is evident as she celebrates and takes pride in children's achievements, which makes them feel valued and special.

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	1
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	1
The extent to which children develop skills for the future	1

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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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