

Inspection report for early years provision

Unique reference number	320064
Inspection date	22/12/2008
Inspector	Linda Filewood
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and two teenage children in Leeds. The whole of the ground floor, two bedrooms on the first floor and first floor bathroom facilities are used for childminding purposes and there is a garden available for outdoor play. The premises are accessible to people with limited mobility.

This provision is registered to provide three places for children in the Early Years Foundation Stage and is also registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. The childminder is currently minding four children under five part-time and one child over five before and after school.

The childminder walks to local schools to take and collect children and attends local toddler groups on a regular basis. The family has a tortoise and a hamster. The childminder is a member of the National Childminding Association and has attained their Quality First quality award.

Overall effectiveness of the early years provision

The childminder's strong commitment to promoting equal opportunities and anti-discriminatory practice ensures that each child's individual needs are fully recognised and highly valued. Children play with an extensive range of good quality resources and the childminder's excellent understanding of how children learn and develop fully supports their good progress. The close partnership with parents and other provisions children attend plays an integral part in the children receiving first class continuity of care, learning and development. The welfare and safety of the children is given utmost priority and is fully supported by a comprehensive range of policies and procedures. The childminder's rigorous evaluation of her service ensures that actions to improve the provision are well targeted and impact significantly on the care the minded children receive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop systems to show more clearly parent's involvement in the identified next steps in their children's learning and development profile.

The leadership and management of the early years provision

The childminder has a comprehensive range of very well written, relevant and informed risk assessments, policies and procedures, which she shares with parents. These significantly contribute to the excellent organisation of the setting,

fully promoting the safety and well-being of the children, both on and off the premises. Children are extremely well protected through her thorough knowledge and understanding of safeguarding procedures, which she updates regularly. The childminder vigilantly supervises children at all times and gives them skilful support in learning to manage situations and do tasks for themselves. For example, young children capably peel an orange at snack time and confidently use the stairs to access the first floor toilet. All the children enjoy a wealth of outings in the local area, where they are aware of road safety. The childminder extends this learning by providing them with related craft activities, such as pictures to colour, which compounds their understanding.

The childminder consistently makes positive improvements to the care and learning she provides the children, including meeting the recommendation from the last inspection and increasing her range of software for the computer. She shows excellent commitment to extending her personal and professional development and knowledge by, for example, attending an extensive variety of training courses and achieving the highest level award of an accredited quality assurance scheme. A robust self-evaluation system is in place which includes asking parents and children, through discussion and questionnaires, to reflect on the care she offers. This ensures that any improvements she makes are well targeted and all opinions are valued and considered when enhancing the outcomes for children.

The close partnership with parents and other carers significantly impacts on the outstanding care the children receive. The rich two-way flow of information, both verbally and written, provides an excellent understanding of the children's varied needs and starting points. Consequently, each child gets the support they need and their ongoing development is individually tailored. Parents have regular information on their children's progress through daily diaries and well presented profiles and actively contribute to these. However, systems which clearly show parent's involvement in the identified next steps in their children's learning and development profile are not yet fully extended.

The quality and standards of the early years provision

Children receive an excellent variety of opportunities to learn as they play through a positive balance of child-initiated and adult-led activities in a safe and secure environment. They are becoming active learners and critical thinkers as the childminder uses excellent questioning techniques to extend their understanding. For instance, young children discuss where the apples come from at snack time and enjoy learning where different countries are by using a large map of the world. Children understand the value of the food they eat through the childminder's healthy eating programme. They learn about preventing the spread of infection and older children spontaneously cover their mouths with their hands when coughing. All children enjoy plenty of outdoor play all year round and delight in feeding the birds, playing in the childminder's secure garden with an excellent variety of safe equipment and picnicking outside. Indoors, children confidently access an extensive range of age-appropriate activities and resources which are readily available and safe for their use, encouraging their independence and choice.

The childminder competently plans for each child's future development by effectively building on what they already know. She undertakes excellent observations of their play using her sound knowledge of the areas of learning. These highlight children's achievements, such as standing steadily for the first time, or their need for further support in extending their numeric skills, for instance. Parents receive very comprehensive information on the Early Years Foundation Stage so that they are fully aware of their child's learning journey. There are effective, working links established with other providers, such as local schools and pre-schools, which ensures children's continued development and promotes a shared approach to any child's additional care needs. Children's developing social skills are given high priority. Effective interaction, particularly in sharing resources and learning to play cooperatively with other children at childminding and toddler groups, actively promotes their confidence and self-esteem. Children's behaviour is excellent. They are very polite and respond well to the childminder's clear reminders about how to play safely indoors. Older children show care and concern to younger ones by bringing them a soft toy to cuddle of their own accord. The close, secure relationship between the children and the childminder is evident. Children chatter happily, engage in play readily and the childminder is rewarded with beaming smiles as children with newly acquired walking skills totter towards her. Older children spontaneously use mathematical language in play and talk confidently about the tall Christmas tree they have at home that came from the garden. They use numbers, count and match colours easily whilst younger children take their time to explore the different aspects of resources. The childminder shows an excellent understanding of when to include younger children in play, when to just observe and skilfully participates to extend activities and learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.