

Inspection report for early years provision

Unique reference number	320099
Inspection date	02/12/2008
Inspector	Abigail Caroline Cunningham
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 childminder in 1996. She lives with her husband and one adult child in Whinmoor, Leeds. The whole ground floor of the childminder's house is used for childminding, toilet facilities are situated on the first floor and there is a fully enclosed garden for outside play. Access to the childminder's home is via the side door and over the threshold. The childminder is registered to care for a maximum of six children at any one time. There are three places available for children in the early years age range. The childminder can also offer places to older children, before and after school. The provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are eight children on roll aged between one and 11 years. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association and holds a level 3 childcare qualification.

Overall effectiveness of the early years provision

The childminder is dynamic and, as a result, the welfare of the children is promoted exceptionally well. This is significantly enhanced by the childminder's policies, procedures and practice, which are implemented with a high level of consistency. Proactive systems are in place, which lead to continued improvement. The children's learning and development is impressive, as all the children are achieving as much as they can and the provision for their social, emotional and personal development is excellent. Partnerships between provider and parents are effective, which ensures that parents' preferences and children's individual needs are fully met; however, amid this very positive picture, there is scope to further strengthen partnerships with parents.

What steps need to be taken to improve provision further?

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

- encourage parents to add their comments and observations to their child's journal and development record.

The leadership and management of the early years provision

The childminder has extremely high aspirations for quality, which is evident through ongoing improvement. For example, she is currently completing a quality assurance scheme. She is also actively encouraging joined up working. For example, the childminder has recently devised and implemented a 'working with other settings' policy, which includes seeking written permission from parents prior to sharing information with other childcare providers.

Comprehensive written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted, for example, the safeguarding policy and procedure is shared with parents. The childminder has completed child protection training and demonstrates a very sound understanding of safeguarding issues and procedures in line with the Local Safeguarding Children Board guidance.

Feedback from parents is extremely positive, for example, numerous thank you cards and positive parent questionnaires have been completed and can be seen within the childminder's information file. The walls throughout the childminder's home display relevant information, such as the weekly activity planning, and further information is available through a parents' information pack, which contains a copy of the childminder's policies. As a result, the parents receive clear and detailed information about the children's care through the completion of daily journals, individual development records, regular newsletters and discussions with the childminder. However, parents are not currently adding their comments or observations to the children's journals or development records.

The children develop a very positive attitude to others and an excellent understanding about the wider world and community. This is because the children enjoy playing with a broad selection of resources which reflect positive images, such as the empathy doll. They also learn about interesting events, such as the Olympics and Paralympics. The children regularly go out for walks in the local community, for example, to the local library and school. The childminder is an excellent role model and, as a result, all the children are very well behaved; for example, babies use good manners without being prompted to do so and older children enjoy helping and interacting with others. The childminder has developed excellent links with the local and wider community, for example, a childcare student from a local college is currently on a work placement at the childminder's home.

The quality and standards of the early years provision

The childminder has a thorough understanding of how children develop and learn. For example, she has completed a level 3 childcare qualification and Early Years Foundation Stage training, which is clearly reflected in the planning and assessment records. The childminder plans an excellent and interesting range of activities for the children, which are based on interesting themes and the children's individual interests, such as autumn, bonfire night and Christmas. The children enjoyed growing, harvesting and eating various vegetables and making Christmas cakes. The children have an extremely positive approach to learning, for example, they are very enthusiastic about cooking for a purpose, for example, one child was very eager to make poached egg on toast for lunch. As a result, the children are developing excellent independence skills. Children are very confident communicators, for example, they assert their own needs and preferences articulately. Babies enjoy singing their favourite songs, such as 'twinkle, twinkle little star'. The older children have regular opportunities to link sounds to letters, for example, while playing with the sound lotto game and making up their own rhymes.

The environment is exceptionally warm and welcoming to children and adults. Visitors are warmly greeted by the childminder and she is keen to share evidence of what she does in regards to the care and education of the children, such as sharing photographs and documents. Space is used very imaginatively and effectively, providing a very rich and varied environment for the children, for example, the kitchen is used for cooking, messy, and arts and craft activities. Activities are very inviting and the children have independent access to an excellent range of age-appropriate toys, furniture and equipment to effectively meet their needs, such as high quality products, many made of natural materials, such as wooden bricks and jigsaws.

The childminder takes very thorough steps to ensure the children's safety inside her home and outside her home. For example, comprehensive risk assessments are in place. The system for managing access to the premises is excellent. This is because unauthorised persons are unable to gain entry as the exterior doors are kept locked at all times and all visitors have to sign the visitors book. A fire escape plan is available and is practised regularly with the children to ensure that all children are familiar with the routine. Through the use of fun, practical activities, the childminder skilfully explains about various safety issues with children, for example, while cooking lunch and blowing up balloons. Potential fire hazards are identified and made safe, for example, smoke alarms are fitted at all levels and are in working order and a fire blanket is sited in the kitchen.

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?	1
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.