

Inspection report for early years provision

Unique reference number	320841
Inspection date	28/02/2012
Inspector	Jane O'Callaghan
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 1997. She lives on the outskirts of Leeds. The whole of the ground floor, bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. The childminder currently has four children on roll, of these four in the early years age range and none are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. They have a dog and cat as family pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming family home and good attention is given to promoting their welfare, and keeping them secure and safe in most areas. They happily engage in their play in the child friendly environment, and make good progress in their learning and achievement. They benefit from a childminder who understands their individual needs and plans enjoyable and challenging activities for them. Partnerships with parents positively contribute to creating an inclusive atmosphere that welcomes each child's individuality. The childminder is keen to promote continuous quality improvement, although processes of self-evaluation are in the early stages.

What steps need to be taken to improve provision further?

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

- extend self-evaluation processes to reflect on and monitor the impact of targeted improvements
- develop a procedure to evaluate the setting to identify strengths and weaknesses of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of her safeguarding policy and the procedures to follow, should she have any concerns about a child in her care. She has accessible contact details for the Local Safeguarding Children Board and other appropriate agencies she may need to contact, including, a flow chart to refer to. Prior to care commencing a copy of these and her other policies are made available to parents, ensuring they are aware of her responsibilities regarding child protection. Children play in safety through the comprehensive risk assessments for

the indoors, outdoor areas and also any outings that children go on. The childminder reviews the risk assessments regularly and also does daily checks around the home prior to children attending. She ensures the premises are suitable and safe for the children on arrival each day, as she minimises all potential hazards, preventing unnecessary accidents. For example, locks on kitchen cupboards, sockets protected and regularly practicing of fire drills and an evacuation plan to hand.

An effective partnership with parents is established, and the childminder has received positive written feedback about the care provided. In line with the Early Years Foundation Stage requirements, the childminder completes observations of the children participating in a varied range of activities, and has begun to record these in the children's profiles. Observations are supplemented with the use of photographic evidence and are used to plan future activities for each child, as their next steps in their learning are identified. The childminder asks parents to complete an 'all about me' sheet to ensure that she can record their starting points when they begin at the setting. However, parents are not given regular opportunities to contribute into their children's profiles. The childminder has at present no children attending other settings that provide the Early Years Foundation stage. Although she is fully aware of the importance of building links with them, to ensure continuity and care with all children and has procedures in place to support this, already working closely with the local Children's Centre. The childminder is starting to identify her strengths and positive areas of improvement and is planning to use the Ofsted self evaluation form to assist her with this process. However, she is in the very early stages of reflecting her practice and is therefore not effectively monitoring the impact of targeted improvements on the outcomes for children.

In this inclusive environment the childminder helps children to value different aspects of their own and other people's lives through discussion, activities and a good range of resources that reflect positive images of the diverse needs not only of people in their local community, but also those in the wider world. The childminder has a well written equal opportunities policy and procedure which is fully implemented.

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

Good adult support and well planned activities means that children thoroughly enjoy their play while making good progress in their learning and achievement. Quality toys meet the needs of all the children, and good organisation helps them become active learners and make decisions about their play. They eagerly ask the childminder if they can have their face painted. The children choose what they would like to have on their face and enjoy looking in the mirror at the tiger faces they have. They join in the face painting, adding lots of black stripes and making the 'roaring' noise of the tiger. Children are able to access a good range of books which fits a wide age range. They ask the childminder to read the story about the 'Gingerbread man' and together they look at the book. Children learn about the

letters of the alphabet and colours which are supported with posters around the setting. The children access the large building blocks and along with the childminder build a tower and compare it with how tall they are. Children get lots of opportunities to develop their creativity, they paint, stick, bake and play in the flour to learn about different textures. The childminder ensures children's physical skills are developing with lots of outings into the local community to play in the park, they also go for daily walks with the childminders dog. Children are also keen to play out in the childminders well resourced garden, as they have egg and spoon races and run up and down the grassed area. They also visit a wide selection of child orientated groups where they mix and play with other children at Children's Centre and soft play areas, which enables their social skills to develop, as they play with other children and talk to adults. Babies also have a good selection of toys and resources, they press the buttons on the toy keyboard and listen to the noises it makes. They also enjoy playing with the wide selection of musical instruments that are available.

The childminder ensures that children learn about being healthy, they all have access to drinks throughout the day in their own cups. The childminder provides nutritious and healthy meals and snacks for the children, ensuring that all their dietary needs, their likes and dislikes are adhered too. Children are encouraged to wash their hands before meals and after going to the toilet, using their own individual towels. The childminder also encourages children to brush their teeth with their own personal toothbrushes.

Children learn about safety through being talked to about how to cross the road. They recognise the sound of the green man as it beeps children are keen to explain. Children also practice fire drills and are also encouraged to tidy away the toys before getting anymore out so they do not fall.

The childminder is a good role model to all children in her care. She encourages children to be polite, be kind to each other and to take turns when playing with the toys. The childminder has a written behaviour policy, which is shown to parents. Children are cared for in a warm and friendly environment, where they have lots of fun.

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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