

Inspection report for early years provision

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Inspection date	20/02/2012
Inspector	Linda Filewood
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 2001 and works with an assistant. She lives with her husband and two children aged nine years in Farsley, Leeds. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet rabbit.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register 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. When working with an assistant they may care for a maximum of seven children under eight years at any one time, four of whom may be in the early years age group. There are currently three children on roll 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 to 11 years. She 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 progress well in all areas of learning and development through a varied, balanced range of interesting, stimulating activities, most of which are well targeted. The childminder organises the space within her home exceptionally well so that children can readily access the abundant range of toys and equipment independently. A good partnership with other professionals is established and parents receive plenty of information about their child's activities and achievements so that they can be involved in their progress. A well-organised and comprehensive range of written policies and procedures support the safe efficient management of the setting. The childminder understands the strengths of her provision and identifies some areas to develop within her service in order to sustain improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of regular short observations to identify the immediate developmental needs of children in order to support the focused planning of future activities
- continue to develop self-evaluation in order to identify key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of child protection procedures and is fully aware of her responsibility for each child's safety and welfare. Parents understand the procedures that underpin her good practice as she shares all her policies with them. Children are content in their established routines and show that they feel safe and secure. The childminder works very effectively with her assistant to provide close supervision at all times. She ensures children's safety by undertaking thorough risk assessments of her setting and any outings she takes children on. Consequently, children play in a safe and secure environment. They are safe on outings as the childminder reminds them about how to cross the road safely and they wear high-visibility jackets so they can be seen easily. The childminder organises the space and resources within her home very well so that children can play freely. They confidently move between different areas and play with an excellent variety of high quality, age-appropriate resources. Many well-placed posters fully support children's understanding of the wider world.

The childminder promotes positive working relationships with parents. She provides a comprehensive information file for them to look at and they receive copies of all her childminding policies and procedures. Regular discussions take place so that the childminder is fully aware of each child's needs and individual requirements. Good introductory arrangements help young children settle quickly and parents feel secure in leaving them at the setting. Parents provide positive comments on the care given by the childminder. They are particularly happy with the amount of learning resources at child height, the outdoor play and the healthy food their children receive. There are established partnerships with the local school and nursery. This ensures they work effectively together to support children's continuity of care, learning and development. The childminder has not yet cared for any children who have special educational needs and/or disabilities or who have English as an additional language. However, she demonstrates a clear understanding of the importance of working closely with others to support each child's welfare and development

The childminder is fully committed to continually improving her service. The recommendation raised at the previous inspection has been addressed and improved the children's safety and welfare. The childminder seeks the views of parents and children about the activities and service she provides in order to gain a clear awareness of her provision. She is beginning to use of the Ofsted self-evaluation form to help her in identifying key strengths and areas for development. This system is not yet firmly established but the childminder has a clear understanding of how to improve; for example, opportunities for growing and planting in the garden in order to benefit children's understanding of healthy eating. The childminder takes professional responsibility for constantly improving the quality of her practice and introduces new ways of working. She has attended a good variety of training that has helped to promote children's learning and development outcomes.

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

Children are happy and content with the childminder and her family in a welcoming environment. New children settle quickly and good relationships are evident. Children share well, play harmoniously and are kind and considerate to each other. The childminder offers children plenty of opportunities to reach their potential and develop skills for the future, based on their interests and freely chosen play. Children confidently explore the extremely well-presented resources and they become active learners as they make their own decisions about their play. For instance, young children investigate resources repeatedly by turning them round in their hands to examine them from all angles, opening and closing doors on a shape sorter or pushing and pulling a toy. As the childminder learns each new child's interests and capabilities, she offers them further challenging experiences, which she tailors to their needs and abilities. Children have a well-presented individual file containing their development record and photographs. The observation records of children's play are evaluative and show that children are making good progress in all areas of learning. However, the monthly summary of children's achievements does not always clearly show how the childminder intends to support their learning and development in specific areas. Parents have regular opportunities to add to their child's records and contribute clear developmental information when their child starts attending.

Children enjoy trips to the local toddler groups to meet up with others and take part in activity sessions. Consequently, their social skills are developing well as they learn how to cooperate and share with others. Children are gaining a good awareness of the wider world as they visit local amenities. For instance, they go to soft play centres to help develop their physical skills and enjoy trips to nature reserves and farms. Children's creativity is valued and there are plenty of examples of artwork in their files. Their imagination is supported well through the role-play activities on offer in the playhouse in the garden and the variety of dressing-up clothes. Young children have plenty of opportunities to be active and improve their skills of coordination, control, manipulation and movement. They move with confidence and safety as they explore and examine what they touch and feel. Young children's communication skills are developing well and they gurgle with delight at seeing themselves in a mirror.

Effective procedures and practices meet children's physical, nutritional and health needs and ensure they stay healthy. Children maintain a healthy lifestyle as they enjoy regular physical activity on the walk to school or enjoy the fresh air in the park. An enclosed outdoor play area allows children the opportunity to enjoy games with a very good variety of equipment and they enjoy watching the pet rabbit. Young children are comfortable in their routines and settle quickly for a sleep after their lunch. The childminder ensures children have freshly prepared, nutritious meals and snacks each day and discusses their dietary requirements with their parents. Good hygiene procedures are in place to reduce the risk of cross-infection and to encourage hand washing at appropriate times, such as before eating.

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	1
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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