

Inspection report for early years provision

Unique reference number	EY216604
Inspection date	07/10/2008
Inspector	Rachel Ayo
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 2002. She lives with her husband and their three children aged 15, eight and seven years in the Horsforth area of Leeds in West Yorkshire. Access to the premises is gained via the side entrance. On the ground floor the extended dining area, play area, kitchen and toilet are used for childcare purposes, along with a first floor bathroom and back bedroom. Children have access to a fully enclosed garden for outdoor play. Local amenities include a park, library, shops, schools and nurseries and the childminder's premises are situated close to transport links. The childminder attends toddler groups within the community.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children under eight years and, of these, three children may be on the Early Years Register. The childminder is currently caring for two children on the Early Years Register, one child on the compulsory part of the Childcare Register and one child on the voluntary part of the Childcare Register. Children attend on a part-time basis. The childminder holds a level 3 childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are effectively cared for in a secure, welcoming and homely environment that successfully fosters their sense of belonging and independence. The childminder promotes most aspects of children's welfare and learning with success and puts a strong emphasis on working in partnership with parents. This contributes significantly to inclusion and the childminder's high level of awareness of the needs of all children who attend. The childminder's commitment to continuous improvement means that she is able to reflect critically on areas that can be developed further to enhance outcomes for children. The varied range of interesting activities and resources means that children are helped to make very good progress in their learning and development. The current systems for individualised planning and assessment are developing well to support children in making strides in their progression towards the early learning goals.

What steps need to be taken to improve provision further?

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

- continue to develop observation and planning in order to identify clear starting points and next steps for learning in line with the expectations of early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessments, including for outings, to further ensure that all hazards are effectively

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identified and minimised (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Positive partnerships are established before placement through good settling-in arrangements, which are individual to each family depending on their needs. Parents receive good quality information about the setting beforehand through a detailed childminding booklet. Ongoing information is shared well through daily friendly chats, posters and additional displayed information, board of photographs, artwork and assessment records. The childminder has devised an information sheet to add to profiles so that parents can be actively involved in their child's learning and development. The childminder highly encourages parents to share comments about what children have been doing at home, any new achievements or areas of interest. This enables her to make good links between home and the setting to promote continuity of care. Parent comments, both verbal and through thank you cards and letters, are extremely positive.

Records required for the safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met are maintained to a generally very good standard. Although at present this does not extend to written risk assessments, in practice hazards are generally identified and minimised effectively. Additional record keeping systems, such as a fire practise and smoke alarm test log and signing in sheet for visitors further support safety procedures, and detailed written policies and procedures enhance the care and learning of children. The childminder fully understands how to effectively safeguard children, for example, by using passwords for safe collection and being aware of the procedures for ensuring that any children in the household are subject to suitability checks when they reach 16 years of age.

The childminder demonstrates a clear sense of purpose and is committed to the continual development and improvement of her setting to ensure good quality care. She is pro-active in gaining new skills and knowledge through ongoing training. This includes the recent attendance of a course relating to using self-evaluation documents to effectively monitor and identify areas of strengths and weaknesses. Questionnaires for both parents and children have recently been devised to ensure that they are meaningfully involved in the process.

The quality and standards of the early years provision

Children present as happy and are well settled; they readily say goodbye after arriving with a parent and confidently run off to play. They make very good progress in their development because the childminder is enthusiastic and motivated, extends learning through questioning, and has a good knowledge of the six areas of learning. She plans activities based on first-hand experiences, effectively teaches skills and helps children gain knowledge in the context of practical activities. For example, children learn about the characteristics of liquids and solids through

baking activities; the childminder explains that this is a particular favourite with the children. Individual profiles are developing well for each child and informal planning is linked to children's interests and likes. For example, following on from children's interest in a favourite programme about animals, the childminder sets out a box of animal figures. This also initiates discussions about particular places that children have visited, for example, Flamingo Land. However, at present, starting points and next steps for learning are not clearly identified and linked to the expectations of the early learning goals in order for children's progress to be tracked effectively.

Space and resources are organised effectively to ensure that children can make choices in order to be independent learners, which means that they develop good levels of confidence and self-motivation. Children concentrate well and show good levels of interest in what they do, for example, as they carefully and skilfully peel the paper off the small adhesive animal shapes when creating a collage. Children show good creativity as they dance enthusiastically to the interesting sounds of the musical instruments and pretend to cook dinner and make a cup of tea using role play equipment. They observe the weather outside as the childminder talks about the pitter-patter of the raindrops and the patterns made by the rain in the puddles. Children have good opportunities to explore aspects of nature as they look for worms, collect conkers and take part in planting and growing topics that help them learn about the life cycle.

The childminder reinforces positive behaviour with good role modelling, praise and encouragement. Effective strategies are used to quickly resolve any occasional minor incidents of conflict between young children, such as a dispute over the same toy. Consequently, children are sociable, use good manners and learn to respond to appropriate expectations for behaviour. Children learn to value and appreciate the similarities and differences between themselves and others through a suitable range of activities and resources.

Children develop a good awareness of a range of healthy practices. They wash their hands before eating, selecting their individually colour coded towel, make healthy choices when helping to prepare meals and take part in 'healthy week' at toddlers. Children learn about the effects of exercise on their bodies and the childminder says that she explains the importance of drinking more frequently when playing outside in the sunshine. Children are highly encouraged to be active. For example, visits to the soft play centre and the park, and the participation in 'The Big Toddle' charity event, help children to develop confidence in their physical skills and benefit from fresh air and exercise.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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.