

Inspection report for early years provision

Unique reference number	EY216958
Inspection date	20/04/2010
Inspector	Kaldip Kaur Chaggar-Brown
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 has been registered since 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is open all year round except for the childminder's holidays and is open from 7.45am to 6pm daily. The childminder lives in a semi-detached house in the Wetherby area near Leeds. She lives with her husband and teenage son. The conservatory, downstairs toilet, snug and kitchen are for used for childminding and there is a garden for outdoor play. The family has a cat, fish and a hamster.

The childminder is registered to care for a maximum of six children at any one time. Currently, she is minding eight children, of whom four are in the early years group, one is aged between five and eight years, and three are aged over eight years. She sometimes works with an assistant. The childminder take and collects children from the local school. The childminder 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's individual needs are met as they receive good quality care from the childminder. They are making good progress in their learning and development as a result of the effective support provided by the childminder. Partnerships with parents is good which ensures children's welfare needs are met. However, documentation related to risk assessments for outings is not in place, as a result, not all risks are fully identified and minimised. The childminder has systems in place to evaluate strengths in her provision as well as drive through further improvements.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment on all outings (Documentation). 14/05/2010

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

- continue to develop observation assessments to match expectations of the early learning goals
- continue to develop reflective practice to identify strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place to safeguard children. For example, she has a good understanding of how to deal with child protection concerns. However, risk assessments for outings are not in a written form and, as a result, all risks to children are not clearly identified. The childminder ensures that children are cared for by adults who are suitable to do so, such as students on placement. The childminder has good systems in place to ensure children have use of safe and suitable equipment.

The childminder continues to improve her provision and seeks new ideas for activities by using different types of media. Since her last inspection, the childminder has developed children's profile records to include their next steps in learning more consistently. She has also made these records more easily accessible to parents so that they can be more involved in their child's learning and development. Although the childminder self-evaluates her provision, this is not fully effective as not all weakness is identified. The childminder is liaising with other providers of the Early Years Foundation Stage to develop continuity in their learning and care.

Resources are well used by the childminder and she encourages children to make good use of them; for example, when playing children learn which way to put a slice of bread into a toaster. The childminder uses such situations to develop children understanding of everyday life as well as their language skills. Children have easy access to resources and they make good use of the indoor and outdoor space available to them. This helps them to make good choices and decisions about their play.

The childminder makes effective use of policies, procedures and records to meet children's needs. For example, the childminder and parents discuss children's individual needs, such as when and how to start potty training. The childminder informs parents about the Early Years Foundation Stage so that they have clear expectations about her provision. She also ensures they understand her policies and procedures, such as child protection and complaints procedures.

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

The childminder knows each child well and understands how they enjoy learning. There is good interaction between the childminder and children. She uses all opportunities to develop children's understanding, such as when children are interested in collecting plates and cups from the home area, she asks them what colour they are, can they find other items in the same colour and how many do they have. Children enjoy this activity as they follow her simple instructions to find more items. The childminder uses this opportunity effectively to build on children's next steps in learning as she knows that individual children need more opportunities to learn to recognise colours. The childminder actively supports

children's learning by following their interests. She talks to children as they wash their hands in a bowl of water containing bubbles. This is planned by the childminder following a painting activity as she knows they enjoy water play and blowing the bubbles.

Although the childminder plans activities on a day-to-day basis, she is fluid with these arrangements. She follows children's interests and if they enjoy an activity she is able to extend it to sustain their interest. For example, children enjoy printing with paint bottles fitted with sponge applicators. When they have finished she asks if they would like to make handprint dragon pictures, which they do. Children laugh and show their enjoyment as they feel the sensation of paint on their hands. They chat to each other during activities and show that they understand how to use words in context. For example, children know that the water is cold.

Children enjoy playing together; they share equipment as well as play independently. They know where equipment is kept and where to put things, such as a wet cloth. Children confidently ask for a drink and ask to taste different foods. For example, the childminder asks children if they would like an apple for their snack which they do. On seeing a pear, children ask if they can taste it which they do and the childminder suggests they have it at the next snack time. Children show concern for each other as they recognise that their clothes are wet. They have good relationships with each other and the childminder.

Children count confidently and unprompted up to four. They can build a tower from doll's house furniture, balancing it carefully on top of each other. They also know that the handlebars on a tricycle are used to steer. Children know how to keep themselves safe when indoors. They move equipment so that they can walk around safely and ask to hold the childminder's hands when jumping. They know that keys in the door are not to be touched. They know about routines, such as washing their hands before they have their snack and after using the toilet.

Observations undertaken by the childminder are good, although do not always cover all aspects of the early learning goals. As a result, it is not always clear if any gaps in learning are identifiable. Children are making good progress in their learning and development overall. Children show good curiosity at new and different activities. For example, children are learning how to use a mouse on a computer. Children are well-behaved and show respect for each other.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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