

Inspection report for early years provision

Unique reference number	EY272970
Inspection date	23/02/2011
Inspector	Karen Cooper
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged 20 and 13 years in Leeds. The ground floor of the property is used for childminding and there are enclosed gardens available for outdoor play. The family have a rabbit.

The childminder is registered 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. She is currently caring for 10 children, 4 of whom are within the early years age range. All of the children attend on a part-time basis. The childminder works with an assistant and, when working together, they may care for a total of no more than nine children under eight years. Of these, not more than five may be in the early years age group and, of these, not more than two may be under one year at any one time. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is an accredited childminder. She is able to take and collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and receive an excellent level of care and attention because the childminder works closely with individual children and their families. Exceptional partnerships between parents and other agencies ensure individual children's needs are well met. Children have access to a wealth of age-appropriate toys and resources. These are extremely well organised and aid children to make excellent progress in their learning and development. Policies and procedures are regularly reviewed and mostly effective. The childminder is fully committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- improve hand-drying facilities to ensure the risk of cross-contamination is reduced.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has an excellent understanding of safeguarding procedures and knows when to take action to safeguard children in her care. She has attended a number of training courses

related to child protection and safeguarding. In this way she has ensured that her practice is underpinned by a good and up-to-date knowledge of the signs and symptoms of abuse and also the correct procedure to follow should she have any concerns. Children are further protected as the childminder ensures that the premises are safe and secure and that children are well supervised at all times. All adults within the household have undertaken suitable checks to ensure children's safety is protected. Detailed risk assessments are carried out on the inside and outside of the premises and any outings undertaken with the children. Children's wellbeing is significantly enhanced due to the exceptional organisation of the toys and resources. The childminder's home is organised so that children can choose to access resources to extend their play and develop their independence. As result, the environment is stimulating, well resourced and is utilised to its full potential. The childminder also makes very good use of the local facilities and regularly arranges outings to the park, soft play centre, museum, children's centre and toddler group.

The childminder is a very caring person and is extremely passionate about providing the best possible care and education for the children and their families. She holds a level 3 childcare qualification and is an experienced childminder and foster carer. She is committed to continuous improvement and has attended numerous workshops and training courses to update her knowledge and skills, including Early Years Foundation Stage, safeguarding, first aid, health awareness, whistle blowing, common assessment framework, child safety, disability awareness and many more. The childminder regularly reflects on the service that she provides, and has completed the online Ofsted self-evaluation form. Planning of activities is flexible and develops through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities. The childminder encourages children to gain an understanding of diversity. For example, children have access to a range of resources and play opportunities and activities which reflect disability and acknowledge cultural differences.

The excellent liaison with parents and carers contributes to improvements in children's achievement, wellbeing and development. The childminder places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and wellbeing of their children. For example, observations made on the children's progress are shared with parents and copies of photographs are issued on a regular basis. Parents can also view a digital photograph frame which ensures that they are fully informed of their child's activities. During induction parents are requested to complete an 'all about me' form which informs the childminder of each child's abilities, preferences and care routines. This information enables the childminder to meet each child's need effectively. The childminder constantly asks parents for their views and opinions and uses questionnaires to gain their feedback. Parents are informed of all topics and activities on a weekly basis and are provided with a range of clear and concise policies and procedures to ensure that they are fully informed of the care and service provided. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children and has formed excellent links with the local school,

nursery, children centre and other childminders to ensure children's needs are well met.

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

The childminder is focused on helping all children to make as much progress in their learning and development as possible, and in promoting their welfare. As a result, children make excellent progress towards the early learning goals and are very happy and settled. The childminder has a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play. She acquires children's starting points at registration and this enables her to value and build upon their existing skills. Detailed planning and assessment systems have been introduced to record children's ongoing progress. Individual folders containing observations carried out by the childminder, sample of children's work and photographs of the activities that the children have undertaken, are shared with parents on a regular basis.

Children are very eager to play and join in with the activities and get excited at what they are doing. Their level of concentration is excellent as they are allowed to spend time consolidating their own learning. Older children regularly participate in exercise and plenty of opportunities are provided for all children to develop their physical skills. For example, they get plenty of robust exercise using the outdoor facilities including slides, rockers, bats, balls, role play and wheeled toys. This helps children to develop the confidence to enjoy moving their bodies with control. Great fun is had using console games and joining in sport activities such as fencing, tennis and boxing. Children develop their simple problem solving skills during daily activities and have access to construction sets, abacus, threading materials, sand and water to help develop their understanding of size, colour, shape, weight and texture. The childminder supports children extremely well at these times offering help and guidance when needed. Children enjoy using their imagination during role play and lots of opportunities are provided for them to dress up. Their communication, language and literacy skills are well supported as they are provided with plenty of opportunities to look at books, make marks and develop their simple writing skills. They develop their creative skills through a range of craft activities including printing, painting, collage, play dough, sand, water and cooking and excellent displays of children's work around the home encourage children to feel a sense of belonging. Children also learn about the environment. For example, they enjoy planting radish seeds and watching as they grow. Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. They are willing to take turns, share and are polite to each other. The childminder uses appropriate strategies to encourage children's good behaviour. For example, distraction, explanation and lots of praise. This helps build children's self-esteem.

Children learn about keeping themselves safe through indepth discussions about 'stranger danger' and road safety. They join in monthly fire drills to ensure they know what to do in the event of an emergency and thorough procedures are in

place to ensure children are safe when on outings. Through daily routines children begin to develop good hygiene practices. For example, they are reminded to wash their hands at appropriate times. However, the procedure for drying their hands is not sufficiently robust to ensure the risk of cross-contamination is reduced.

Children's individual dietary needs are established on admission and are fully supported by the childminder. Healthy eating is encouraged as the childminder provides the children with a variety snacks and freshly cooked meals. Drinks of water, milk and juice are readily available to ensure children remain hydrated.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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