

Inspection report for early years provision

Unique reference number	EY276691
Inspection date	24/02/2011
Inspector	Diane Ashplant
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2003. She lives with her husband and two adult children in the Cookridge area of Leeds. The whole ground floor of the childminder's house except the bedroom is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently looking after nine children of whom five are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes children to and from the local school and attends several early years groups. The family has two dogs. The childminder is a member of the National Childminding Association. The childminder holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are generally very well met in this welcoming environment where the childminder has a good understanding of the Early Years Foundation Stage. The childminder gets to know children's individual needs well so they are appropriately supported and included. She shows a good commitment to continuous improvement through training and uses systems effectively to reflect on her practice. Partnership with parents is strong and there are good links with others to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for freely-chosen or child-initiated activities and improve inclusive practice by exploring a range of strategies to promote effective non-verbal communication.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities in protecting children from possible harm or neglect and how to pass on concerns appropriately. She has attended training in this area and has a clear policy which is shared with parents and this includes all the required information including an allegation of abuse policy. Children are cared for in a safe and well-maintained house where all hazards are appropriately addressed. The childminder has effective systems in place for reviewing and recording potential hazards and her risk assessment record is regularly updated. All procedures are in place to further protect children's welfare such as fire practices and safe collection. She is aware of the importance of ensuring all adults around children are either

appropriately checked or fully supervised and knows to keep Ofsted informed of changes in the household. The childminder is aware of the benefits of training and has attended various courses including completing her Level 3 National Vocational Qualification since the last inspection. She is always reviewing her practice and has effective systems to support this including parent questionnaires and discussion with colleagues to keep herself well informed of current issues. All required documentation for the safe and efficient management of the setting is in place and well organised.

The childminder is aware of providing a welcoming environment and working in partnership to support individual needs. She has had experience of caring for children with more specific needs and fully recognises the importance of good liaison with parents and other professionals to help her provide the best care for individual children. Children benefit from regular trips into the community to visit local facilities like the library and the park and also attend different early years settings to provide them with varied play and social experiences. The childminder has a suitable range of resources in the house and uses the garden on a regular basis to provide interesting outdoor experiences. However, the selection of toys easily available to children is somewhat limited and opportunities to promote inclusive practice through non verbal strategies are not yet fully developed.

Partnership with parents works well and from the start the childminder ensures she gets information to support their settling-in and their individual preferences. Regular discussion and the use of an informative daily diary means that the children's day is shared effectively with parents. There is a range of photographs to show activities enjoyed and parents also have access to children's individual learning folders. The childminder has good links within the community such as with the local Children's Centre and is an active member of the local childminding group where discussion and support from the different early years professionals ensures information is kept up to date and good practice is shared. The childminder has good liaison with the nearby schools and nursery where children attend and gets termly newsletters and shares the children's profiles so they work together to positively support children's development.

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

Children's overall development is well supported in this setting where they have warm relationships with the childminder and other family members. Children's health is well promoted through nutritious home cooked food and healthy snacks and through easy access to drinks. Children's interest in food is further enhanced by their involvement in the growing, tending and harvesting of produce from the garden. Children are learning to promote their health through daily routines such as hand washing where they have their own individual linen towels. They have lots of fresh air as they walk locally, visit the park and play with a variety of equipment in the garden. They learn about safe play through regular reminders and know how to walk safely outside or sit properly on the bar stools. Children are learning

to behave well as the childminder provides lots of encouragement and uses strategies such as distraction and clearly explains the reasons behind certain requests. Children have a range of resources to encourage independent selection and some of these reflect the diversity of the wider world. Discussion and play opportunities around festivals such as Chinese New Year help children to value other cultures and attendance at a various different groups extends their play and social experiences.

The childminder engages well with the children and supports their interest and learning through her natural involvement and by providing ideas and questions. Children are given some choices about what they play with and whenever the weather allows enjoy the opportunities provided by the large garden, whether playing football and riding on bikes or helping with the growing activities. They are regularly engaged in conversation and are developing their language skills as they join in with nursery rhymes or songs and share the story book from the sack which comes alive with the use of extra prompts. Children have a range of resources to promote their problem solving skills such as puzzles and construction toys. They work together to assemble the different parts of the train track and little ones try to work out which buttons to press and where to post the different shapes. Children enjoy activities which promote their imagination and creativity such as making cardboard binoculars so they can see the birds and squirrels in the garden or designing a floating pirate island from vegetable tops and wait with anticipation to see if they grow.

The childminder works with parents to complete the 'all about me form' so she gets to know their routines and starting points. She is attentive and responsive and engages well with them, using everyday routines such as meal times to talk and extend their interest and knowledge. She has a flexible weekly plan where some activities are planned and used to link into different areas of learning while others stem from children's interests and choices. The childminder uses her observations which take place regularly along with photos and examples of the children's work to monitor their progress and plan for their next steps. These are collected together in individual children's development folders which are shared with parents and provide a memorable record of their progress.

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	3
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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----