

Inspection report for early years provision

Unique reference number	EY277692
Inspection date	16/02/2011
Inspector	Ingrid Szczerban
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 2004. She lives with her husband and two children aged 12 and 10, in the Chapel Allerton area of Leeds in West Yorkshire. They are close to amenities such as shops, a park, a library and local transport links. The whole of the ground floor, together with a bedroom on the first floor, is used for children. An enclosed garden is available for outdoor play and the family has a dog.

The childminder is registered to care for a maximum number of six children at any one time. She is currently caring for ten children who attend on a full and part time basis. Five of these are in the early years age range. This provision is registered with Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The childminder offers school collections as part of her service. She is a member of the National Childminding Association and has started a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. In the main, good systems are in place to meet children's welfare needs. Inclusive practice is promoted well and children are valued and respected as individuals. The childminder assesses her provision well on the whole and identifies areas for improvement. She demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- further develop the system for self-evaluation to involve parents
- maintain a record of all accidents involving children, including minor bumps and grazes.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well on the whole. All adults in the home have undergone appropriate checks and the childminder has a clear understanding of how to report any concerns she may have about children. Comprehensive written risk assessments are effectively implemented by the childminder to ensure that children are kept from harm. For instance, harnesses are always used in high chairs and safety gates are also used, so that children remain safe. All potential

hazards on the premises and on outings are minimised. The childminder holds a current first aid certificate and seeks all necessary written consents from parents. Records of accidents and medication are kept but not all minor accidents are noted, such as those involving bumps and grazes.

The home is clean, warm and well maintained. After using the toilet, children use separate paper towels to prevent the risk of any cross-infection. A clear sickness policy is implemented. Toys are well organised at a level appropriate for the age and stage of each child so that they can access appropriate resources safely and independently.

The childminder manages her provision well. She uses effective means to evaluate and improve the service she provides, for example, she has completed further training courses, such as safeguarding, and additional toys have been acquired to promote children's learning. She has completed the first stage of a quality assurance programme and hopes to complete it when the local authority is in a position to reinstate the course. The childminder takes good account of children's interests when planning activities but parents are not yet involved in the evaluation process. She has regular contact with other childminders, the local authority development worker and the National Childminding Association to obtain advice and information. As a result, she has helped to set up a local toy library. She has also attended additional training and has improved her planning and documentation. She has fully implemented the recommendation made at the last inspection and a wealth of books in baskets and on low-level shelving are easily accessible to the children.

Partnerships with parents and carers are strong. The childminder gathers information from parents prior to admission, enabling her to effectively meet individual children's needs and to help with settling-in. Parents are informed of their child's daily activities verbally and in their child's development file which is sent home regularly so that learning is shared between the childminder and parents. The childminder talks to the teachers at other settings delivering the Early Years Foundation Stage so that individual learning is complemented for children between the settings.

Equality and diversity are valued. The childminder finds out about each child in order that she can successfully provide for their individual learning and they feel welcome. She follows routines from home so that children settle in well. The toys and books that children use reflect positive aspects of diversity, which means that they begin to learn to appreciate similarities and differences. They try foods and listen to music from around the world in line with festivals so they learn to value their own cultures and those of others. The individual health needs of children are met very well by the childminder. She not only takes great care to provide suitable foods for children with multiple allergies, but she also makes sure that all the children can have the same.

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

The children make good progress in their learning and development. Accurate observations and assessments are made by the childminder in the development records. These include what children are interested in, what they are learning, and their next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered. The childminder uses information from parents before children begin their placement in order to plan activities for their individual interests. Plans are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem. For instance, the parents of one child said they had a favourite story, 'We're going on a Bear Hunt'. The childminder extended this interest very well indeed. She bought the same book, took the children to the woods for their own bear hunt, she borrowed a bear hunt DVD and children made their own bear masks.

Effective practices are employed to ensure that children learn how to keep themselves safe. The childminder reminds children not to play near the hearth in case they hurt themselves. She organised a road safety day at a local children's centre where children were engaged in role play and had a visit from a police officer.

Healthy, balanced and nutritious meals are provided. Children eat with good appetites and enjoy meals, such as jacket potatoes with beans and cheese. The childminder teaches children very well about where food comes from through first hand experience. They help to tend her allotment and grow and eat foods, such as carrots, peas, potatoes, leeks, sprouts and sweetcorn. Active lifestyles are promoted through regular outings to groups and parks and by playing in the garden. Children use wheeled toys, a trampoline, balls and climbing frames to build stamina and learn what their bodies can do.

The children are very happy and settled because the childminder provides a regular routine for them based entirely around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. High levels of individual attention are given to children and they are very self-assured in their surroundings.

Children's keen interest in books is fostered well to promote good communication, language and literacy skills. They choose books and snuggle onto the childminder's knee for a cuddle and a story. They listen closely as the childminder reads to them and repeat words and sentences. Children learn well about the world around them and outings include visits to safari parks, farms, and adventure play areas.

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	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

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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