

Inspection report for early years provision

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Inspection date	12/12/2011
Inspector	Shazaad Arshad
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 2007. She lives in Yeadon, Leeds with her husband and two children aged six and 10 years. The ground floor of the property is used for childminding purposes, with an additional bedroom and toilet facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending the setting, four of whom are in the early years age range. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The childminder has a recognised qualification at level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a caring and child-orientated environment. Accurate assessment of children's learning ensures they make good progress in their learning and development and generally access resources independently. All children are valued and their behaviour is good. The childminder is effective in promoting inclusive practice. Partnership arrangements with parents work well and there are effective links in place with the children's centre. The childminder makes generally good use of self-evaluation to identify most key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to include parents contribution more robustly and to enhance further improvement
- enhance children's freedom to independently access resources.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibility to protect children in her care and effective safeguarding procedures are in place. She has attended training in this area and is confident in explaining her procedures. Adults living in the home have the required suitability checks and the childminder maintains an accurate record of all visitors. The childminder holds a current first aid certificate. All required documentation is in place to safeguard children's welfare. For example, she maintains detailed records of any accidents or injuries and she rigorously

follows procedures for the safe administration of medicines. Procedures for risk assessments are effective and include full details of any identified risks while on outings. Children play in a safe, homely environment and the garden is fully enclosed. The organisation of the indoor space allows children to play safely as they become increasingly mobile. However, the storage of resources does not always maximise opportunities for the children to independently discover new and interesting challenges. Good use is made of the local environment as the children enjoy daily access to outdoor play and attend sessions at the children's centre, toddler groups and pre-school groups. This encourages them to socialise and experience activities on a scale larger than those provided on domestic premises.

The childminder takes positive steps to meet children's individual needs and help them to respect differences and build positive relationships. They experience positive images of difference within displays and in the resources they use. For example, they read stories from the dual language books and take part in food tasting activities during festivals, such as Chinese New Year.

The notice board in the kitchen area is fully utilised to display valuable information. Parents provide positive comments in letters and cards. They comment that the childminder 'makes good use of daily diaries and we feel fully involved in the care.' Parents are made aware of children's activities and abilities and work very closely with the childminder to provide continuity in their child's development. Parents contribute to the children's learning journeys in a purposeful way. This ensures that the children's care needs are met and parents are offered some opportunities to extending learning at home. The childminder is aware of the importance of working in partnership with other professionals and is a recognised childcare partner with the local children's centre. She is committed to developing her practice. For example, she has successfully completed childcare training at level 3 in order to improve outcomes for children. In addition she consults with parents, other childminders and development workers to make any necessary improvements to her service. She is starting to use self-evaluation procedures to identify the strengths in her service. However, she has correctly identified that there are further areas for development and the process requires developing further to improve outcomes, for example by involving parents more closely in the process.

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

The children are happy and confident in the care of the highly motivated childminder who takes positive steps to provide children with varied learning opportunities. The links between planning and observation are individually tailored to meet the children's learning needs. Assessment information is used effectively to ensure that activities provide sufficient challenge in the children's next steps for development. Parents have opportunities to observe the children's records and some fully contribute to these and take an active role in planning their next steps. Children are making good progress in their learning and develop good skills for the future. They take part in a range of stimulating activities and sustain high levels of

involvement. For example, creative play is an integral part of children's play and colouring games allow children to explore and recognise different colours and shapes. Their emerging language skills are explored fully as they identify opposites, such as hot and cold. They know and use numbers during play, recognise different mechanical objects and explore textures through the use of malleable materials. During the pretend play situations the children use language freely to become skilful communicators. They name familiar food types and demonstrate an understanding of the different tastes and features.

Children are extremely interested in what they see and hear and they enjoy mark-making activities and books which help to develop the foundations for literacy. In addition, the children are provided with opportunities to extend play in their chosen interests. For example, they participate in singing familiar nursery songs, listening to stories and identifying items such as the 'twinkle star' to match the songs. Overall, the children explore a broad range of different media and materials. They have access to heuristic play provisions and treasure baskets which contain a range of objects of various textures and size to encourage their curiosity. They enjoy handling and manipulating objects to see how they fit together and show a keen interest in simple mechanisms. The children are also introduced to technology as they access the vast range of resources at the children's centre and items, such as play phones, in the childminder's home.

Children make a positive contribution by helping the childminder to complete small tasks, such as tidying away the toys and respecting the house rules. They build secure relationships with their peers and develop tolerance and understanding of each other. The children learn about personal care and healthy eating as the childminder offers children a balanced range of snacks and meals that meet their individual dietary needs. In addition, physical activities are enjoyed daily as the children play outdoors in the park and visit the local play areas. Overall, the children have a strong feeling of safety and benefit from high levels of care and the use of age-appropriate resources in a safe and caring environment. They receive constant praise and encouragement and enjoy the very warm, caring relationship that exists between them and the childminder.

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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