

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	ISP Inspection
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 and she lives with her son aged 14, in Roundhay, Leeds. The ground floor, comprising of the lounge, dining area and kitchen, are available for children. The bathroom is located on the first floor. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of whom may be in the early years age range. There are currently seven children on roll of whom one is in the early years age range. She also provides care for children over five years of age. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time and are very settled. Their individuality is fully recognised and nurtured by the childminder and they form close and trusting relationships with her. They are offered a good range of age appropriate activities both in the home and the local environment and, as a result, they make good progress in their learning and development. Good relationships are fostered with the parents, with effective communication ensuring all children's care needs are met. The childminder shows she is committed to continuous improvement and has effective systems in place to assist her in evaluating her service, to identify areas for future development.

What steps need to be taken to improve provision further?

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

- continue to develop the children's profiles to clearly show how children achieve the next steps in their learning
- develop the process of self-evaluation
- extend partnerships with other settings where children also attend to complement their individual learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in safeguarding children from possible harm. She ensures her knowledge of child protection issues is kept up-to-date by regularly attending training and has lots of useful information to hand, should she need to make a referral. She carries out effective risk

assessments on all areas of her home and for outings. She has comprehensive policies and procedures, which clearly reflect the requirements of the Early Years Foundation Stage.

The childminder shows she is committed to promoting equality and diversity and achieves this very successfully. She ensures children celebrate different festivals and can access a good range of resources to reflect all areas of diversity, for example, books, jigsaws, dressing up and small world resources, all depicting gender, different cultures and disabilities.

She values the parents as the children's primary carers and develops very good relationships with all of them. Parents receive good information through the daily discussions, the childminder's policies and on an ongoing basis via the daily diaries she maintains for the children. Parents spoken to by the inspector are all very keen to express their total satisfaction with the service provided. They speak very highly of the service and comment, 'She has the most amazing relationship with my child.' and 'It is wonderful to know the children are safe and happy. Children's developmental records are sound and give an overall picture of how they are progressing in all areas of learning. They include a good amount of photographic evidence for parents to see. However, children's next steps are not always clearly identified and followed through in their individual profiles.

The childminder makes effective use of self-evaluation and reflective practice to accurately identify the strengths and weaknesses in her provision and to develop plans for the continuous improvement of the provision. She has successfully addressed all the previous recommendations around safety, resources and documentation. The childminder continues with her own professional development by attending training and she has completed training in safety, safeguarding and first aid. At the present time, partnerships with other settings the children attend are developing.

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

Children are happy and relaxed in the childminder's care. She responds to their needs in a caring and informed way, providing a good balance of child initiated and adult-led activities, which enables them to learn in different ways. Children are clearly able to identify the toys and activities, as they are labelled and stored in an organised accessible manner. The childminder interacts very well with the children as they play and provides good support, giving them the confidence to take part in different experiences, such as using different floor toys. The childminder sits younger children on her lap and reads them a book which contains different textures. They touch and feel the book and give clear explanations as to what the textures are. More able children who arrive after lunch are very confident. They initiate their own play and are very creative. For example, they source materials from the role play and use them to play roles, such as princesses and queens. They excitedly help each other put on the outfits and move around freely adding accessories to their outfits. Children benefit from good opportunities to develop

their social skills and understanding of the wider world. For example, they routinely visit playgroups, Sure Start centres, Tropical World and the Leeds Museum.

The planning, observation and assessment systems in place to support individual children are good in most areas. For example, children who are learning to count are helped to extend these skills through regular counting in daily routines and through games, singing and rhymes. Children who recognise some shapes are helped to extend their understanding regarding different shapes through a variety of planned activities using appropriate resources and through suitable help from the childminder.

Children are learning about diversity and communities appropriately. For example, children use many resources which depict positive images of others and that depict people from diverse cultures. The planning of activities is developed to the maximum potential, to further embrace equality and diversity and extend children's learning regarding the differences in people. For example, celebrations of world religions such as Eid, Diwali and Chinese New Year. Some activities are further extended, for example, children tasting Chinese noodles.

Children are learning appropriate skills to keep them safe through discussion on road safety when on outings and as they move around the environment indoors. They are developing a good understanding of the importance of living a healthy lifestyle. For example, they frequently go out into the environment to parks, on walks and in the garden. They can use specialist resources to support their physical skills appropriately outdoors. For example, they visit the local Sure Start centre and the extensive range of equipment available. In addition, children walk daily and can play on and control sit-and-ride toys. They use balls in a variety of contexts. Children eat healthy snacks, such as fruit. They enjoy healthy, home-cooked foods and the childminder uses healthy-eating guidance information. Children have access to healthy drink options, such as water, throughout the day. In addition, children are cared for in a hygienic environment where they learn effectively about hygiene through practice, such as, regular hand washing and discussing the importance of following good hygiene procedures.

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	3
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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