

Inspection report for early years provision

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Inspection date	02/10/2009
Inspector	Melissa Louise Patel
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 years old and 13 years old. They live in a semi-detached house, in the Rawdon area of Leeds. The rooms used by children are the kitchen/diner and the front room. There is access to the bathroom and the main bedroom on the first floor. The garden is not currently suitable for outdoor play. The family have a cat. The childminder is registered to care for a maximum of five children, included on the Early Years Register and the compulsory part of the Childcare Register. She is also registered to care for children on the voluntary part of the Childcare Register. She is currently caring for nine children under eight years old on a part time basis. The childminder walks to local schools to take and collect children. The childminder is a member of a local childminding network. The childminder has links with other early years provisions where children attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the Early Years Foundation Stage (EYFS), which ensures that the children's individual needs are well met, promoting their welfare and learning. Children are included well during daily routines and activities. Excellent partnerships with parents ensures that regular information is shared to support children very well. Links with other settings where children attend support children well overall. The review systems are effective in ensuring continuous improvement and therefore outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- further develop partnerships with other settings where children attend to compliment the children's individual learning priorities
- extend systems in place to track children's progress across all aspects of learning.

The effectiveness of leadership and management of the early years provision

The childminder keeps children safeguarded effectively. For example, she has a clear understanding of whom to contact if concerned about a child. The procedures to support child protection are detailed and promote children's welfare well. Risk assessments are robust and minimise potential risks to children. The home is organised well overall to support children's learning and welfare, including arranging the environment to support equality and diversity. This also helps children from a range of backgrounds to feel welcome. The systems in place to help all children achieve are effective. This is because the childminder considers

children's individual needs and actively works with the parents to help them.

The childminder supports the children she cares for by promoting very good working relationships with parents. For example, the systems to ensure regular information is shared verbally and in written form are highly successful in including parents in their children's day to day development progress, with particular regard to ascertaining relevant and useful information to support children when they first start at the setting. There are policies and procedures available to support the operation of the provision and daily activity sheets are shared with parents. In addition, the children's learning and development records are available to discuss and parents often make their comments on these files, enhancing the systems in place to support children's progress. The childminder has established sound links with other settings where children currently attend, to support children's overall welfare. However, the systems currently in place are not developed to their full potential to compliment and extend children's individual learning.

The systems in place for monitoring the provision are good. The childminder uses written evaluation to consider her practice, which effectively impacts on her ability to maintain continuous improvement and therefore, the children she cares for benefit. For example, the childminder has updated her knowledge on the changes in regulations through attending a variety of training events linked to the EYFS and by reading relevant documentation. The childminder has made improvements since the last inspection by ensuring a valid first aid certificate is maintained. She has obtained written emergency medical consent from parents and ensured any hazardous materials are inaccessible to children. These improvements enhance children's health and safety well. The childminder has plans to keep developing the service she provides effectively. For example, some of the plans include making the garden suitable for children's use and extending the activities available to children outdoors, by including an area to grow foods.

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

Children are happily engaged in activities that supports their individual development and keeps them included effectively. For example, children and babies sit together and are helped to roll a ball to each other, developing physical skills. The childminder offers good support to extend their learning by discussing the colour and shape. Children are starting to associate that words have meaning through the childminder pointing to simple words, as they all sit together and listen to a story. They take an active part in the story, using actions and repeating words. Children are learning skills for the future, as they select toys that they wish to use, feed themselves and decide whether to eat an apple or peach. They are developing good communication skills through daily activities, such as exploring the use of toy telephones and pretending to have a conversation with each other at their own level, supported by the childminder well.

Children are progressing with their learning well overall, because the childminder finds out information from parents to support their individual needs effectively, such as what foods they eat and how parents wish babies to be weaned. Children

from families that speak a different language as well as English are supported through words displayed that recognise individuals' home languages, such as Welsh. There are plans in place to help children recognise more words, supporting their individual needs and helping all children learn about diversity positively. In addition, other resources are available that create a welcoming atmosphere and help children learn about the wider world effectively. For example, positive images of different cultures and disability are portrayed.

The observation and assessment arrangements in place supports children's development well across the areas of learning overall. For example, children who recognise some colours are encouraged to be involved in further activities to help them investigate and differentiate colour further. Children threading beads on to a string are encouraged to extend their counting skills whilst using their fine physical skills. Babies are helped to extend their learning through using their senses, such as exploring leaves by rolling in them outdoors and feeling them in their hands. However, although the childminder is making good observations and assessments and using them to help children develop further, there is a lack of clarity at times to the full extent to progression because the systems to track children's progress are not developed to their full potential, such as consistently evidencing each aspect within the individual areas of learning.

Children respond well to adults during activities and routines. For example, they smile as they receive praise and eagerly join in with the childminder at story time. Children behave safely in the environment as they explore and investigate resources. They frequently practice the fire evacuation procedure and learn about road safety on outings. Children eat healthy snacks, such as peaches and apples and they drink water, milk and very diluted juice. The childminder prepares homemade foods to support children's health effectively. For example, she makes her own chicken nuggets from fresh ingredients. Children are encouraged to lead a healthy lifestyle through receiving lots of fresh air on outings whilst developing their physical skills well. For example, they go on walks to the park and woods. They are cared for in a clean environment, where they learn effectively about hygiene, through discussion and practice, such as regular hand washing.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	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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