

Inspection report for early years provision

Unique reference number	EY336800
Inspection date	18/05/2011
Inspector	Linda Filewood
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 2006. She lives with her partner and children aged nine and 12 years in Morley, a suburb of Leeds. The whole ground floor of the childminder's home is used for childminding, with toilet facilities on the first floor. There is an enclosed lower garden available for outside play. The family has a dog. 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 is currently five children attending on a part-time basis who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and all make good progress in their learning and development. The childminder works very closely with parents and is knowledgeable about each child's needs, preferences and abilities. She skilfully supports each child and extends their learning through effective questioning techniques and very good interaction. The childminder makes excellent use of her space and wealth of resources to ensure each child enjoys their learning. She constantly reflects on her practice to assess the quality of her provision and improve the outcomes for children.

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 use of short observations to show clearly what a child knows and can do
- continue to develop evaluation systems in order to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder accurately maintains all required records, such as accident and medication records, as well as relevant parental permissions. Her policies and procedures underpin the good practice of the setting and ensure children's safety. Clear risk assessments are in place to identify any potential hazards. These take account of the recently developed outdoor play area. The childminder shares her policies, including a clearly written safeguarding children policy, with parents. She

has a clear understanding of her responsibilities for safeguarding children's welfare. The childminder has attended further training so she has an up-to-date understanding of safeguarding children issues. Adults living in the childminder's home have the required suitability checks and she checks visitors' identity documents before allowing them entry. The premises are secure so children are safe at all times and effective procedures are in place to ensure the safe collection of children.

The childminder demonstrates a clear commitment to ensuring that her provision is inclusive for all families. She operates a clear equal opportunities policy and provides a welcoming environment. The childminder seeks parents' views about their children's needs, home routines and interests during the settling-in period. Consequently, she is fully prepared to meet their individual requirements. She skilfully adapts activities so that all children safely enjoy their time with her. The childminder works closely with parents and other settings some children also attend. They share information on a regular basis in order to ensure the children receive continuity in their care and development. Clear links with schools children attend extend partnership working to further support children's development. Parents provide positive feedback on the care given. They comment that they 'would not hesitate in recommending her', they have 'noticed great progress' in their child's development and that the childminder 'shows plenty of patience'. The parents' confidence in the childminder contributes significantly to the children's wellbeing.

The excellent organisation of the space and resources within the childminder's home significantly enhances children's play opportunities. Children have safe and free access to a superb range of suitable resources, both indoors and outdoors. This promotes their independence and confidence. The childminder constantly monitors and evaluates her provision and the activities she provides. She assesses children's achievements, ensuring all aspects of the Early Years Foundation Stage are covered. This ensures she constantly meets children's individual needs and results in good outcomes for children. The recommendations raised at the last inspection are now in place. In addition, since the last inspection the childminder has updated her childminding provision to ensure it is in line with the Early Years Foundation Stage requirements. She continues to attend and identify training to support the work she does with children.

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

The childminder flexibly plans activities to follow children's current interests. Children enjoy enhancing their skills in a comfortable, homely environment. All children are progressing well through a good balance of adult-initiated and child-led learning and development opportunities. The childminder appropriately joins in to enhance children's activities through play and conversation. There is a close relationship between her and the children and they respond well to her positive interaction, praise and encouragement. The childminder regularly observes the children. She effectively assesses their development against their starting points on entry and their individual capabilities. Most written observations are clear and

evaluative and the childminder uses them well to identify and plan next steps in their development. However, some records of children's play do not contain sufficient information to show clearly what a child knows and can do.

Children have plenty of experiences and support, which helps them develop their social skills as they play alongside others. Older children are mindful of younger children. They only need gentle reminders occasionally from the childminder to include them in their play. The childminder effectively uses a good range of activities and resources depicting positive images of culture, race and ability in general play. This helps children to learn to respect and value all people. All children have plenty of opportunities to be active and interactive, which helps to improve their skills of coordination, control, manipulation and movement. For example, young children who have just started to crawl enjoy safely exploring well-placed resources and their surroundings. The childminder closely supervises and they often turn to her for reassurance. This has a positive impact on their increasing independence and feelings of security. All children enjoy playing with musical instruments of their choice. Younger children explore the sounds they make using a drum, whilst older children competently use castanets, which encourages good manipulation skills. The childminder extends children's imaginative play well by taking a part in shopping role-play initiated by older children. She skilfully uses the opportunity to count out the cost of the shopping and talk about the good food value of the items they are buying. Young children's language skills are developing very well. Older children talk confidently about what they are doing and the childminder interacts very well with them to extend their knowledge and understanding. Younger children are beginning to use their voice to make contact and respond well to different sounds.

Children stay healthy because the childminder follows effective procedures and practices which meet children's physical, nutritional and health needs. Simple and good hygiene routines encourage hand-washing at appropriate times, such as after toileting. Older children are independent in their self-care. Daily outdoor play and visits to soft play facilities improve children's physical development and good health. Children learn about the environment as they visit the ducks and their babies in the park. Older children understand why they cannot give the ducklings bread, as this would be bad for them. Although parents provide children's meals, the childminder very clearly advises them on appropriate food content. This ensures children enjoy well-balanced, healthy meals and snacks throughout the day. Drinks are readily available to them at all times.

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	1
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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