

Inspection report for early years provision

Unique reference number	EY343689
Inspection date	19/10/2011
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 2006. She lives with her husband and three children aged 10, eight and two in Pudsey, a suburb of Leeds. The whole ground floor and bathroom on the first floor are used for childminding and there is an enclosed garden for outside play. The family have a dog and two hamsters.

The childminder is registered to care for a maximum number of four children at any one time and currently has seven children on roll; of these, three are in the early years age range and two are aged over eight. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local library and park. 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.

The welfare needs of children in the Early Years Foundation Stage are met well. 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. Inclusive practice is promoted exceptionally well and children are very much valued and respected as individuals. The childminder assesses her provision accurately and identifies areas for improvement. She demonstrates a good capacity to continuously improve. Relationships with parents, carers and the schools where children attend are positive.

What steps need to be taken to improve provision further?

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

- continue to develop good practice through further training, such as gaining a childcare qualification.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All adults in the home have undergone appropriate checks. The childminder has a clear understanding of how to report any concerns she may have about children and she keeps a log of all visitors to her home during childminding hours. Comprehensive written risk assessments are effectively implemented and reviewed by the childminder to ensure that children are kept from harm. For instance, the gate at the side of the house is kept locked so that children may not leave unsupervised. The childminder holds a current first aid certificate and keeps all required written consents from parents. Accurate records of attendance and of all accidents are kept. The effective organisation of space and

resources meets each child's individual needs and enables them to develop independence, make choices and ensures inclusion. The childminder gives high levels of supervision to children. They can safely choose from a wide selection of toys and games which are stored at their height, so they are autonomous and confident. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development. The childminder has good knowledge of the children. She follows their home routines to settle them quickly and make transitions from home as seamless as possible.

The childminder assesses her provision well and makes improvements. For instance, the recommendation raised at the last inspection is fully addressed. Children are more comfortable on the kitchen floor which is now tiled. She has followed help and advice from the local authority's development worker and from other childminders to improve her written records. As a result, she has devised effective risk assessments and updated her policies and procedures. Good account is taken of the interests of the children when planning activities and the views of parents are sought. The childminder has enrolled on further training and future plans include study to become a qualified practitioner to level 3.

Partnerships with parents and carers are positive. The childminder gathers indepth information from parents prior to admission, enabling her to effectively meet individual children's needs and to help with settling-in. Parents have access to all the policies and procedures. They are informed of their child's daily activities verbally, in dairies and they have free access to their child's development record so that learning is shared between the settings. Parent's comments in the questionnaires say of the childminder, 'she knows my children well and is able to provide challenges and promote independence for each child'. The childminder has established good links with the school where children attend to ensure that individual learning is complemented.

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

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 individual next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered. The childminder gathers detailed information from parents before children begin their placement in order to plan activities for their individual interests. For example, the youngest child loves to be outside and so the childminder plans outings every day, even if this is just a walk to the shops. Effective practices are employed to ensure that children learn how to keep themselves safe. The childminder is vigilant to ensure restraints are used on equipment, such as booster seats. The childminder provides focussed activities to teach children about road safety, stranger danger and safety in the sun. Children also learn well about fire safety because they practise the fire drill every month.

Healthy, balanced and nutritious meals are provided. Children eat with good

appetites and enjoy light lunches, such as ham and cheese sandwiches in brown bread. Active lifestyles are promoted through regular outings to groups, parks and playing in the garden. Children use wheeled toys, slides, balls and a trampoline to build stamina and learn what their bodies can do. 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. A one-year-old learns about problem solving by posting shapes into a container with good support from the childminder. The home is clean, warm and well-maintained. Good hygiene practice, such as using plastic gloves and disinfecting the changing mat helps to protect children from the risk of cross infections.

The childminder's infectious enthusiasm for the customs and cultures from around the world benefits all the children enormously. One child is half Portuguese so, with parents help, the childminder labels many objects in English and Portuguese. The children eat some Portuguese dishes and celebrate Portuguese independence day. As a result, children feel good about themselves, gain a good sense of belonging and learn about each others lives. Children express their creativity through music and move their bodies to the sounds they make on child-sized steel drums. The labelling of many household objects and toy storage units, as well as reading stories to children, helps them to understand that print carries meaning. In addition, the childminder recites rhymes and sings songs with children to encourage their language development.

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	1
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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