

Inspection report for early years provision

Unique reference number	EY359529
Inspection date	20/10/2011
Inspector	Ros Vahey
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2007. She lives with her husband and child in a house at Farsley on the outskirts of Leeds. The ground floor of the house is used for childminding purposes as well as the first floor bathroom with two bedrooms for rest purposes. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years. There are currently five children on roll in this age range. Children attend for a variety of sessions on a part-time basis. The childminder takes and collects children from the local primary school and attends the local children's centre and other activities in the community. She has a level three qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because the childminder knows the children well and works closely with their parents and carers. This also ensures that children's individual needs are sensitively met. Children's learning is well supported by the huge range of toys and resources available to them. The childminder regularly evaluates the quality of her provision and is well aware of her strengths and weaknesses. She is committed to continually improving her provision for the children including contributing to the Early Years profile and promoting diversity.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to develop positive attitudes to diversity with respect to different cultures
- provide assessment details for each child within the final year of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder has a good knowledge of local safeguarding procedures. She is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. Children are kept very safe whilst in the childminder's care because she is vigilant and supervises the children well whilst also encouraging their independence skills. She

regularly reviews and updates her risk assessments which cover all areas of her home, including the garden, with most immediate risks identified. This means children are well protected when using equipment and resources, such as the wheeled ride-on vehicles and playing on the patio. Children are also further protected because the childminder keeps good records including accident, medication and attendance records.

The childminder is very aware of her strengths and weaknesses and regularly completes her self-evaluation with the contribution of parents. She continually looks for ways to improve her provision for the children and to this end sets herself appropriate targets. She addressed the actions and recommendations from the previous inspection effectively. For example, by extending the matting under the climbing frame and then removing the climbing frame. She plans to make further improvements by laying artificial turf so the children can enjoy their play outdoors very safely and in comfort.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this comprehensively to support children in their learning. The environment is very well organized. The approach to assessment is thorough with children's extensive individual profiles and records making some contribution to the Early Years profile during their final year of the Early Years Foundation Stage. There is a huge range of exciting resources for children to choose from including technological toys, such as laptop computer, and many varieties of art and craft materials. Children are able to choose what they would like to play with and can access some resources for themselves, such as tractors and books. This means that they are able to thrive and make good progress in their development.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress. Consequently parents become involved in their child's learning and each child is well supported in making progress towards their early learning goals. Effective relationships with other provisions and professionals involved with the children are established and contribute well to supporting children's welfare and learning.

The childminder offers sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because the childminder challenges any discriminatory comments and generally teaches them about other cultures and beliefs.

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

Children enjoy being in this setting and are familiar and secure in its routines because the childminder is careful to meet their needs. Very young children show their pleasure as they laugh and giggle while they play which shows they are

enjoying and achieving in a stimulating environment. Children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively by the childminder. They readily wash their hands after playing with paint because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as fresh fruit. Children are able to get out in the fresh air on most days. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they can use the climbing frame and other equipment in the local park to test and challenge their skills.

Children are making good progress towards the Early Learning Goals because the childminder plans activities around their interests and needs. She regularly observes what they can do and records their progress so that what they need to do next is identified. Children are developing good language skills because the childminder provides a good role model using a variety of vocabulary and repetition. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills with paints and other materials. Very young children are learning to count up to 10 and enjoy recognising shapes in their printing. Children have many opportunities to solve problems through everyday situations, including hide and seek with coloured cushions, and to play with new ideas. This means that their ability to think critically and ask questions with confidence of the childminder is developing well. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as play with small world figures and creative games of hide and seek. They play, with great imagination, a game of bus rides which has the children laughing and giggling as they enjoy their play. Children are also gaining good skills in using technology as they access the laptop computer and other electronic toys for very young children. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because the childminder offers clear expectations about good behavior through the house rules. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together. However, there are too few opportunities to embed positive attitudes to diversity across all the Early Learning Goals.

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	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment immediately, where the need for an assessment arises, taking all necessary measures to minimize any identified risks 07/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment immediately, where the need for an assessment arises, taking all necessary measures to minimize any identified risks 07/11/2011