

Inspection report for early years provision

Unique reference number	EY387494
Inspection date	14/07/2011
Inspector	Thecla Grant
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 was registered in 2008 and works with another childminder in Bramley, a suburb of Leeds. The ground floor and the first floor bathroom of the property are used for childminding purposes and there is an enclosed garden for outdoor play. The childminder works from Monday to Thursday between the hours of 7.30am until 6.00pm.

The childminder is registered to care for a maximum of two children under eight at any one time and six children when working with another childminder. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly. The childminder holds a Diploma in Nursery Nursing 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.

The childminder takes all reasonable steps to support the children in her care so that no group or individual is disadvantaged. Most planning is linked to children's interests. Although observation and assessments show the next steps in children's learning these are not successfully personalised to meet their individual needs. Effective arrangements exist to promote children's welfare and clear systems are in place for safeguarding, however, not all documentation for safety procedures are consistent. The childminder has a positive relationship with parents and mostly involves them in their children's learning; partnerships with others are suitably established and the childminder's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- maintain a record of when and by whom risk assessments are checked
- observe children to find out what they are interested in and analyse observations to plan for next steps in children's learning
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has devised a clear and concise policy for safeguarding children which includes what to do if an allegation is made against her or others in the

house. She has a sound understanding of the signs and symptoms of abuse and is competent in making sure children are protected and safeguarded. All fire prevention equipment is in place and the procedure for emergency evacuation includes a record of all practices. Although risk assessments are conducted daily and identify aspects of the environment that need to be checked on a regular basis; there is no record showing when and who conducts the checks. The childminder works as a co-childminder and shares in devising policy and procedures.

The childminder is motivated to seek further improvement and actively monitors the setting through recording observation and discussions. As a result, the childminder has identified areas of weakness and strength and has clear plans for the future. For example, she plans to develop the garden and extend the play room to improve children's choices. The childminder plans to promote the rhyme time session at the local Children Centre to extend outcomes for children. Parents have access to quality information, such as, policy and procedures, news letters, daily diary and children's observation and assessments. However, parents are not involved as part of the ongoing observation and assessment of their children and no systems are in place for them to share what they know about their child when they first start to attend.

The childminder makes sure all children have enough space to move around and independently access the resources set out. Although a resource book with photographs of the toys and equipment available is designed to improve children's choices within the setting, it is not always accessible to them. The childminder is committed to improving her knowledge and has attended a paediatric first aid training course to improve the welfare of the children. Posters depicting welcome in various languages is sited on the play room door and pictures of people of different cultures are displayed on the playroom wall at the children's height. Further to this toys and equipment that positively reflect the diversity of the community are available for the children. However, children's privacy is not very well protected during nappy changing. The childminder has made links with other professionals delivering the Early Years Foundation Stage and is developing systems to work within the local school.

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

The childminder effectively supports children's learning by providing an enjoyable learning environment for them to make steady progress across the areas of learning. Children enjoy exploring different types of media, such as rice and sand. They delight in feeling the texture of the paint before painting a picture on the easel. Children's pretend play is developing well. They happily play within the ice cream parlour and pretend to make and sell ice creams for 20. Children playing with the number jigsaw puzzle recognise numbers 0, 3 and 1 and quickly solve the problem of which way to fit these pieces into the inset. Children have a lovely time at the childminding setting they enjoy a good balance of adult-led and child-led activities. Outdoors children happily play on the slide; they ride the scooters and push the prams with the baby dolls. Children investigate the garden. They check

on the sunflowers they have planted and look at the nuts hanging from the bird table to see if they have eaten any. As a result, children are active, inquisitive and independent learners.

As the children concentrate on the story they repeat the familiar phrase 'looking for his tea' and eagerly discuss the different animal illustrations in the book. Children's understanding of the wider world is mostly promoted through the celebration of festivals, such as, Chanukah, Chinese new year and Christmas. Their skills for the future are promoted through resources, such as, information technology equipment where they play games using the interactive board game. Children learn about healthy lifestyles by growing their own vegetables, such as, cress and appropriately follow personal hygiene routines. Although adults are not consistent in promoting the reasons why children need to wash their hands.

Planning is linked to children's interests and next steps are used for long term plans. However, because the observation and assessments are not analysed effectively it poses a problem for what children's interest actually is. This reflects on the next steps for their development. In spite of this children are making good progress in the areas of learning and achieving well. Children know how to keep themselves safe in the setting. For example, they take their time to get their balance when learning to ride the scooter and regularly practise the emergency procedures and therefore know what to do in emergencies. Further to this children learn about sun safety by wearing sun screen to protect their skin before playing outdoors. As a result, children are secure and have a sense of belonging they know what is expected of them and are well behaved and confident.

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3

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	3
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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