

Inspection report for early years provision

Unique reference number	EY391454
Inspection date	30/09/2009
Inspector	Liz Whitehead
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 2009 and may work with an assistant. She lives with her partner and children aged five years and 14 months, in Leeds. The ground floor of the property is used for childminding purposes, and there is an enclosed garden for outdoor play. The family has a cat and two guinea pigs.

The childminder is registered to provide care for children on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time and has three children in the early years age group on roll. The childminder takes and collects children from school and they access local groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder effectively meets the individual needs of children and promotes their independence through enabling them to easily access toys and resources, although those which promote positive images are limited. The childminder is establishing systems to evaluate her practice and ensures that all the required documentation is in place, mostly maintained appropriately and readily available for inspection. Children make appropriate progress in all areas of learning, however, the childminder does not plan for their next steps. She establishes sound relationships with parents and is developing links with other settings to enhance the service children receive.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in children's developmental progress and regularly review this approach
- provide appropriate resources to enable children to learn positive attitudes and behaviour towards people who are different to themselves
- develop the systems to identify the setting's strengths and priorities for development to improve the quality of provision for all children
- further develop systems to maintain confidentiality.

The effectiveness of leadership and management of the early years provision

The childminder is committed to safeguarding the children in her care, and knows the signs, symptoms and procedure to follow if she has concerns. She is fully aware of the importance of working in partnership with parents and recording any existing injuries to children. She completes and regularly reviews risk assessments

which keep children safe indoors, outdoors and on outings. Very effective security systems ensure that children cannot leave the premises and that unwanted persons cannot enter them. These include, a buzzer entry system to the garden, the house doors remaining locked at all times, and the childminder consistently maintaining a record of visitors to the premises.

The childminder places a strong emphasis on developing and maintaining effective partnerships with parents. She provides copies of the many policies and procedures to keep them fully informed of the childminding service and these suitably contribute towards the children's health and safety. However, confidentiality is not always maintained in children's daily diaries. The childminder is establishing links with other providers and services. For example, visiting groups and regular discussions with staff at the local nursery. The childminder knows the children well and respects their individuality. She works closely with parents to effectively promote equality and diversity and to meet children's differing needs. However, resources that promote positive images of culture, gender and disability are limited to books.

Systems to identify the strengths and weaknesses of the setting are not yet fully developed, although the childminder is beginning to evaluate her practice to enable her to maintain continuous improvement. She actively seeks parents' views through regular discussions. Parents are very happy with the care the childminder provides, and find the daily written report, which they state is very detailed, particularly reassuring. To enhance the outcomes for children, the childminder has booked on a number of courses, including; listening to children and managing children's behaviour.

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

Children enjoy their time with the childminder and are enthusiastic and motivated to learn. They enjoy independently accessing the varied range of age appropriate toys and resources. These are displayed at the children's level to promote their independence, enable them to become confident decision makers and effectively contribute to their own learning. Children behave well and understand what is expected of them, through the positive example set by the childminder. She consistently develops children's manners through ensuring she says 'please' and 'thank you', therefore, even young children spontaneously say 'ta'. The childminder skilfully distracts children away from inappropriate behaviour by pretending to be a train, which the children join by holding her shirt. They have a wonderful time, really laughing together as they move around the room.

The childminder ensures that she obtains full information regarding children's routines and their developmental achievements when beginning to care for them. She ensures that activities cover the areas of learning, and carries out regular observations, although these are not used to plan the next stages for children's individual learning. There are many opportunities for children to develop early mathematical and reading skills as they count, talk about colours, look at books and sing number songs. The childminder actively develops children's language and

vocabulary as she introduces words such as 'rough' and 'slippery'. They learn about information and communication technology, and are really proud as they are rewarded with music and flashing lights, by pressing the correct buttons on programmable toys.

Children access physical activity on a daily basis both in the garden and through visiting the park. Indoors, young children become aware of space and enjoy moving in a range of ways, for example, rolling, crawling, pulling themselves to a standing position and walking supported by the childminder. Children really enjoy music and spontaneously move and sway as they make sounds with the books and toys. The childminder develops children's awareness of the natural world as she encourages them to recycle a range of materials and also as she points out things of interest in the garden, such as a cat.

Children are developing an awareness of their own health and well-being as they independently access drinks, and nutritious snacks, such as bananas. The childminder reinforces the value of physical activity through not always taking the car and discussing the importance of walking to keep them healthy and to make their bones strong. Good personal hygiene is effectively promoted as the childminder washes her hands at snack time, and children consistently use individual towels which reduces the risk of cross infection. Well established routines and a flexible settling in procedure, to meet each families needs, enables children to feel safe and secure within the childminding environment. They share warm and trusting relationships with the childminder with lots of cuddles and affection. Children are encouraged to bring a familiar blanket to make sleep time a relaxing and secure time for them. Children are learning about keeping themselves safe through regularly discussing road safety and ensuring that all the cars have stopped before they cross the road.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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