

Inspection report for early years provision

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Inspection date	20/05/2010
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.

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Description of the childminding

The childminder has been registered since 2009. She lives with her husband and children, aged six and two years, in Middleton, a suburb of Leeds. The ground floor and first floor bathroom of the property are used for childminding purposes and there is an enclosed garden for outside play. The childminder takes and collects children from school and attends local groups.

The childminder provides care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. There are nine children on roll, five of whom are in the early years age group. The childminder 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 establishes strong relationships with parents and other settings to consistently promote children's care and learning. She is very motivated and keen to ensure that children's differing needs are effectively met, and their independence is generally promoted. Therefore, they make good progress towards the early learning goals. The childminder successfully reflects on her practice to drive improvement through effective self-evaluation. All the required documentation is in place, mostly maintained and enhances children's health, safety and well-being.

What steps need to be taken to improve provision further?

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

- further promote children's independence at mealtimes with regard to the provision of cutlery
- improve the system of recording details of visitors to the premises.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage. The consistently implemented policies and procedures, which are shared with parents, effectively promote the children's health and well-being. The childminder is committed to safeguarding the children in her care. She is fully aware of the possible signs and symptoms of abuse and neglect and the procedure to report any concerns. She sensitively develops children's awareness of protecting themselves, according to their age and level of understanding. Accidents and medication administered to children are clearly recorded and systems are in place

to record existing injuries. Additionally, all adults living on the premises have undergone the required suitability checks. Systems are in place to record visitors details, although these are not consistently implemented which does not fully enhance children's safety. The childminder has a sound understanding of how to keep children safe and takes effective steps to improve this; for example, replacing a safety gate that did not fit securely. Well-documented risk assessments identify possible hazards to keep children safe indoors, outdoors, and on outings.

The childminder is enthusiastic about her role and is keen to increase her knowledge and skills through regularly accessing relevant courses, and is currently completing a level two in childcare. She regularly reviews her practice and actively seeks the views and opinions of children, parents and other professionals to ensure that she effectively promotes the outcomes for all children. Parents are very happy with the care she provides, and particularly appreciate the well set up play area and structured routine. The childminder fully appreciates the value of utilising local resources to enhance the children's care, learning and development. They regularly visit farms, parks, the children's centre and groups. The childminder is very active in the childminding group and regularly liaises with other childminders to embed ambition and share good practice. Partnerships with parents are professionally managed and a wide range of information is readily available through displayed notices, daily discussions and written information. Despite only being registered for five months, the service is highly sustainable. The childminder has many children on roll and a waiting list for places for children of all ages.

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

The childminder sets consistent and realistic boundaries, so children behave well. During their everyday activities children make a positive contribution towards their own health and safety. They make healthy choices through the provision of nutritious snacks and meals, and independently access drinks. The childminder reinforces this through consistently encouraging children to eat five portions of fruit and vegetables each day. Additionally, they are growing strawberries, and regularly talk about the benefits of daily exercise. Children know that eating healthily gives them energy, and that exercise and not eating too many cakes and buns prevents them from getting fat. Children know to wash their hands after toileting and before they eat. Good personal hygiene is effectively promoted as they independently recognise their individual towels. Children are becoming familiar with road safety and 'stranger danger'. Additionally, they understand the house rules and know they can roll, but not throw, the ball indoors, and not to run inside or they may slip and fall. This is enhanced through the childminder carefully explaining the importance of ensuring that young children cannot reach small toys.

Children enjoy their time with the childminder and are enthusiastic and motivated to learn. She actively follows their interests to plan interesting and exciting activities. For example, she arranges trips to a petting farm for younger children and to a wildlife park for older children, to maximise their interest in animals. The childminder has a good understanding of how to support the children's learning. She skilfully knows when to interact and extend their play and when to observe

and enable children to take their play in their chosen direction. She confidently carries out regular observations and plans the next steps to progress each child and enable them to reach their full learning potential. Children's progress is thoughtfully recorded in individual files, with written captions and photographs, and these are regularly shared with parents.

Children have a real sense of belonging and are confident to express themselves and make their needs known. They eat their yoghurt before their lunch and tell the childminder when they are hungry and would like a snack. Children are becoming increasingly independent. They are learning skills for the future as they become confident decision makers, put their own shoes on and learn self-care skills, such as clearing the table when they have finished eating. They know how to operate familiar household items, such as the remote control for the fan. However, their independence is not fully promoted as all ages of children use plastic cutlery. The childminder skilfully adapts games and activities to enable all children to participate. Older children play 'I spy' the traditional way, whilst younger children look for items that are a certain colour. Children learn to respect themselves and others through the childminder actively discouraging stereotyping in the use of equipment, daily access to resources that promote positive images of culture, gender and disability, and by learning about the history of festivals that they celebrate.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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