

Inspection report for early years provision

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Inspection date	23/09/2010
Inspector	ISP Inspection
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 was registered in 2010. She lives with her husband and two children aged 13 years and seven years in the Gildersome area of Leeds. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family has a dog and fish as pets.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She is currently minding one child in this age range. 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 takes and collects children from the local school and nursery and she goes to several toddler groups on a regular basis. 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 has positive relationships with children and parents and this contributes to her meeting children's individual needs. Overall, the learning environment is safe; it adequately promotes diversity and difference, positive behaviour and independence. Most documentation is in place and this contributes to the safe and appropriate management of the setting. The children are happy and settled and overall, they access an appropriate range of activities that support their learning. The childminder's commitment to promoting continual improvement is sound and her self-evaluation processes are developing.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment stating clearly aspects of the environment that need to be checked, when it was carried out, by whom, date of review and any action taken following a review (Documentation). 21/10/2010

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

- include in the record of risk assessment any assessment of risk for each type of outing or trip
- improve experiences and activities that help children explore, question and

- embrace all aspects of diversity and difference
- develop further observation, planning and assessment arrangements so that they support children's learning and progression
- improve the use of quality improvement processes, such as self-evaluation as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding children are appropriate. She has a sound understanding of her responsibilities in protecting children from harm. For example, she is aware of the procedures for reporting and monitoring concerns. The childminder supervises any visitors to the home and all adults living on the premises have undergone appropriate checks. This contributes to keeping children safe and protects them from harm. Overall, the childminder provides a safe environment for children to play. She manages this by supervising children well and through carrying out risk assessments of her home. This ensures she takes appropriate measures to minimise any identified risks. However, she fails to record her risk assessments, which is a breach in a specific legal requirement. In addition, due to the lack of a risk assessment record, risk assessments carried out for outings are not included. The childminder maintains a varied range of documentation, policies and procedures. This documentation contributes to the safe and appropriate management of the setting. These policies include the childminder's equal opportunity policy. This outlines her commitment towards promoting equality and a setting that eliminates discrimination.

The childminder's commitment to providing a good quality service for children is sound. She knows how important it is to evaluate and monitor her service and practice. For example, through reflecting on her day and children's response to activities, the childminder is able to make changes to improve outcomes for children. However, having only cared for children for a short time, self-evaluation processes are in the early stages of development. Therefore, they are not sufficiently robust to provide clear focus and direction to identify improvement targets for the future. The childminder understands the importance of promoting an inclusive setting and she welcomes any feedback from parents and children when evaluating her service. The childminder also recognises the importance of attending additional training so that she develops her skills and knowledge.

The childminder has positive relationships with the parents. Information is shared on a regular basis, for example, through daily diaries. This contributes to meeting children's needs and provides continuity of care. Through policies and procedures parents are provided with sufficient information on the service provided for their children. The childminder recognises that parents need to be actively involved in their child's learning and progression. Therefore, she seeks information regarding children's likes, skills and abilities as they start at the setting. The childminder is aware of the necessity of working with others involved in children's learning or care, such as school or health professionals. This means appropriate steps are taken to ensure children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

The childminder's knowledge of the Early Years Foundation Stage is sound. Overall, this contributes to her appropriately promoting children's welfare and learning. She appropriately manages illness, infection and hygiene to ensure she promotes children's health and well-being. For example, through everyday routines, such as hand washing, the children are beginning to learn about the importance of adopting good personal hygiene practices. The childminder provides children with a healthy, nutritious and varied diet, which incorporates their individual dietary needs. This supports children's healthy growth and development and helps them to learn about the benefits of making healthy choices. The children's physical skills are developing well because they have good opportunities to be active and to exercise. The children go on daily walks and outings, for example, to the local park. This provides opportunities for children to climb, slide, balance and negotiate their way around obstacles with increasing skill. Through activities, such as finger painting, drawing, building and constructing the children are developing their coordination and dexterity skills.

The childminder has positive relationships with the children and she provides a welcoming environment for them. This provides security for children. Therefore, they feel safe and happy and they settle quickly in the childminder's care. Overall, children access a sufficient range of resources and activities that generally cover all areas of learning. However, activities, experiences and resources that help children learn about all aspects of diversity and difference are lacking in some areas. The resources are organised so that children can make independent choices in their play. For example, children choose to play with the vehicles, using their imagination as they wheel the diggers and trains around the room. The children have a positive attitude towards their learning because the childminder incorporates their likes and interests. For example, children enjoy being outdoors. As a result, the childminder makes good use of the outdoor environment to support children's learning, which also supports sustainability by making use of local resources. For example, whilst on outings, the children count everyday objects and they talk about what they see and hear. For instance, children are fascinated when they experience trees being felled in the local park. The childminder understands the basic principles of observation, planning and assessment. However, she has only just started caring for the children and settling them has been a priority. Therefore, systems for monitoring their individual progress, through observation, planning and assessment are in the early stages of development and they still lack some detail. The childminder organises her time well so that she can support children's learning. For instance, she involves herself in children's activities and she questions them so that they become active learners and creative thinkers.

The childminder appropriately manages children's behaviour and she has established boundaries so that children know what is expected of them. For instance, through simple explanations and positive role models, the children understand that sharing, and taking turns is kind. Through positive praise and

celebrating children's achievements, they have a positive self-image and good self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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	3
The extent to which children adopt healthy lifestyles	3
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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