

Inspection report for early years provision

Unique reference number	EY411814
Inspection date	15/05/2012
Inspector	Nicola Dickinson
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 was registered in 2010. He works in the Cookridge area of Leeds with his wife, who is also registered, and their two children aged nine and 14 years. The whole of the ground floor is used for childminding, including a cloakroom. There is an enclosed garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The provision is open every day from 7am to 6pm, for 50 weeks of the year. The family have a pet hamster.

The childminder is registered to care for a maximum of five children under eight years at any one time and a maximum of ten children when working with another childminder. There is currently one child attending who is within the Early Years Foundation Stage age group. The childminder can provide care for children older than the early years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and Leeds City Council Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately cared for in a safe and welcoming environment. Overall, there are effective safeguarding procedures in place. Children make adequate progress in their learning, although their interests are not clearly identified and incorporated into planning. Partnerships with parents and other professionals are suitable and essential information which supports children's health and welfare is shared. A commitment to equality and diversity is promoted throughout children's learning. The newly established self-evaluation system is inconsistent and parents are not yet meaningfully involved in it to drive improvement.

What steps need to be taken to improve provision further?

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

- increase knowledge of the Early Years Foundation Stage to facilitate assessment and identify the extent to which all children make progress in their learning and development
- develop systems to ensure observation and assessment support future planning, identify children's next steps and identify how children's areas for development are supported
- extend partnerships with parents to ensure parents review their children's progress regularly and contribute to their child's learning and development record

- develop systems for self-evaluation which promote effective communication between parents and practitioner, ensuring there is a two-way flow of information, knowledge and expertise.

The effectiveness of leadership and management of the early years provision

Overall, children are safeguarded well in the setting because effective safety measures are in place. The childminder identifies and minimises risks and evacuation procedures are practised regularly. He is knowledgeable about safeguarding policies and the procedures to be followed should he have concerns about a child's welfare. Identification checks ensure visitors to the setting are monitored. The setting is well organised. Developmentally appropriate resources motivate young children and promote their independence in their investigation of the environment. Effective use of resources in the community, such as, the library, local parks and places of interest, extend children's learning into the wider environment and enhances their knowledge and understanding of the world.

Children make adequate progress because the childminder works with parents to ensure that he is aware of their starting points and interests, however these are not effectively incorporated into planning. Next steps in children's learning are not identified or linked to the Early Years Foundation Stage which means that learning programs do not reflect the individual needs of each child. The childminder has suitable partnerships with other professionals, ensuring all children are given suitable levels of support to meet their needs. A generally good understanding of transition ensures children cope with changes in their lives. A sound commitment to promoting equality and diversity helps children to develop an appropriate level of understanding of the needs of people with disabilities. Children use a balanced variety of resources in their learning, which increase their awareness of other cultures and beliefs. Displays and resources in the setting show positive images of disability and ethnic, cultural and social diversity. The childminder has a reasonable understanding of how to support children with special educational needs and/or disabilities. He also understands where to seek advice in order to support children who speak English as an additional language.

The childminder seeks advice on good practice from other childminders and seeks advice and support from the local authority childcare development team. He is beginning to use self-evaluation to identify his strengths and areas for development. The self-evaluation system is inconsistent and does not effectively identify additional areas for ongoing improvements. Parents are not actively involved in the evaluation process. This means that parent's knowledge and expertise is not effectively utilised in improving the provision. The childminder is considering ways in which he can improve his knowledge and skills, such as developing his knowledge of the Early Years Foundation Stage.

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

The childminder has an awareness of the Early Years Foundation Stage and uses this to observe children's learning. However, children's next steps and interests are not effectively identified and incorporated into planning, so children are not being presented with challenges which enhance and extend their learning. This means that children are only making adequate progress towards the early learning goals. An appropriate balance of adult-initiated and child-led activities, ensure children enjoy a variety of learning experiences. Efficient use of community resources, such as, local nature reserve park and a stately home, extend the children's learning experiences into the wider environment. An emphasis on outdoor play gives children opportunities to enjoy play in the fresh air whilst learning to assess risks for themselves. Good use of space ensures children are provided with quiet areas for rest and sleep, which meet their individual needs and reflect their home environment.

The children in the setting feel safe. They are happy and confident. They demonstrate good relationships with their peers. They include each other in their play and are kind and considerate. Close relationships with the childminder demonstrate secure attachments. Children enjoy their activities as they are animated and display appropriate levels of concentration. The childminder has effective hygiene routines in place which means children are developing a positive attitude towards personal hygiene. Children are offered healthy choices at snack time and drinking water is readily available, ensuring children are well hydrated. Children develop acceptable skills for the future because the childminder is a positive role model. They are well-behaved and polite. Clear boundaries are set, helping children to develop a relevant understanding of right and wrong. Children are valued as individuals and sufficient support ensures all children make satisfactory progress in their learning.

Children make appropriate steps in communication, language and literacy because the childminder engages them in interesting activities. Stories, interactive resources and conversation, develop children's understanding of spoken and written language. Children's development of mathematical and scientific concepts, such as, shape, size and measure, are supported through the use of everyday language. However, the childminder's limited knowledge of the Early Years Foundation Stage means that he is not presenting the children with age appropriate challenges which effectively develop their understanding. Children's skills in critical thinking are adequately supported because the childminder asks questions and gives them prompts to help them solve problems and make decisions. For example, the childminder supports children in water and sand play, which encourages them to solve problems using concepts such as size and space. Children are sufficiently supported in facing challenges through the use of effective praise. This helps them to build self-esteem and gain the confidence to stretch their skills to new levels.

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	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	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

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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	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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