

Inspection report for early years provision

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Inspection date	11/10/2011
Inspector	Thecla Grant
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 2011. He lives with his partner, who is also his co-minder, their six year old child, a 14 year old child and three adult children in the Burley area of Leeds, close to shops, parks, schools and public transport links. The whole ground floor of the childminder's home is used for childminding. The childminder cares for children from Tuesday to Friday between the hours of 7.30am to 5.30pm. He also cares for children in school holidays. There is a garden available for children to play. The family have cats as pets.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, no more than three of which may be in the early years age range. He is currently minding three children in this age group. When working with another childminder he may care for a maximum of 10 children under eight years. He cares for four children in the early years age range alongside his co-minder. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly goes to childminding drop in sessions 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 effectively supports the children in his care so that no group or individual is disadvantaged. Planning is in place and systems to monitor and assess the children's learning and development are clear. Arrangements that exist to promote children's welfare are mostly implemented and systems in place for safeguarding are robust. Partnerships with parents are very well implemented and partnerships with others are suitably developing. 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:

- make sure hygiene is consistently promoted to minimise the risk of infection.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the signs and symptoms of abuse and has devised a clear and concise policy for safeguarding children. Robust steps are taken to safeguard children including vetting procedures for all adults who work and live on the premises. Risk assessments are used as a working document and include all areas to be assessed. For example, the main entrance to the home is

secure and all dangerous toxic substances are inaccessible to the children. The childminder has practised the emergency evacuation procedures with all children and records of these practises are kept. As a result, risks to children are minimized.

The childminder works well with another childminder to monitor and assess the provision. He is motivated to seek further improvement and looks at what is offered in his setting and what he would like to do next. As a result, he has accurately identified his own strengths and weaknesses. For example, he has identified that further professional training is an area where he can improve. Plans for the future are securely in place. The childminder has developed a good working relationship with the parents. He includes parents in the evaluation of the provision through emails, requesting ideas and any improvements they would like to see. Information regarding children's progress is also shared with the parents along with areas of where they can improve outcomes for their children together.

There is a common sense of purpose between the childminder and his co-worker; to ensure that all groups of children have the opportunity to achieve as well as they can. As a result, he effectively uses his home to develop children's learning and makes sure children have enough space to move around and access a good range of resources. Systems in place to promote diversity are successful. Toys and equipment available are age-appropriate and offer enough challenge to the children attending. As a result, outcomes are clearly attributable to good use of resources. Children's welfare is promoted through the childminder's commitment to attending appropriate training courses, such as paediatric first aid training. He also uses the resources in the community. For example, the local farm, as well as other childcare facilities, to extend children's learning. The childminder is suitably building links with other providers of the Early Years Foundation Stage.

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

The childminder is focused on helping all children to make good progress in their learning and development. Children have plenty of opportunities to develop their skills in communication. For example, they regularly attend the library with the childminder and have good access to books. Children constantly talk to the childminder about what they are doing and use simple statements whilst completing activities, such as 'I did it.' During the afternoon they name the children they recognise from a photograph on the wall and identify two ornaments on the mantel to be rabbits. The childminder uses the resources available to develop children's understanding of number. As a result, children can say some counting words, such as two and three. They are able to negotiate what size car is needed to drive on the different level car park and are able to reason which way to place the jigsaw puzzle pieces. Outdoors children benefit from taking risks as they balance and climb on some 'ruins' during their visit to the local sight seeing attraction. During their visit they climb on a small rock and pretend it is a car. Children also enjoy their visits to the local drop-in centre where they play on the wheeled toys and other outdoor equipment. Children enjoy role play and dress in various outfits as well as accessing play in the home corner. Arts and craft sessions are constantly provided for the children at the setting to promote their creativity.

The finished products are attractively displayed to develop children's self-esteem.

Children's understanding of the wider world is developed through a variety of activities. For example, during visits to the local park the children explore the creatures in the water and feed the ducks; remnants of things planted during the summer are seen in the garden. The childminder makes sure that children from diverse linguistic backgrounds develop as individuals and are valued. Long-term planning is based on festivals and seasons and planning for the children's individual needs includes obtaining their language through songs and familiar words. The childminder has a record of observation and assessments for children. These include the children's starting points and interests which are used to promote their learning.

Children have a strong sense of belonging and are secure within the setting. They confidently go from one room to another to access the resources available and have built a good relationship with the childminder and each other. Children are active, curious and inquisitive learners. They enjoy new things and happily practise how to operate the remote control on the battery operated toy. Children know the routine of the setting and know what to do in an emergency through regular practise. Although provision is made for the children to learn what contributes to a healthy life style, cross contamination is not always effectively promoted. For example, when children sneeze without covering their nose and mouth during snack time.

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	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	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	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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