

Inspection report for early years provision

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Inspection date	14/05/2012
Inspector	Melissa Patel
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 June 2011. She lives with her partner and child aged two years in Morley, a suburb of Leeds. The ground floor and the first floor bathroom of the property are used for childminding purposes, and there is an enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, two of whom may be in the early years age group. She is currently caring for three children in this age range. The childminder is a member of the National Childminding Association and holds a level 4 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are clearly supported, promoting their well-being effectively. They make good progress overall with their learning, according to the time attending the provision. Detailed documentation and procedures are implemented well to ensure children are safeguarded. Partnership working with parents and with other provisions where children also attend supports children's welfare and learning effectively. Evaluation systems promote purposeful ongoing continuous improvement, and therefore the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- extend children's use of information and communication technology by, for example, introducing a computer.
- extend opportunities to promote positive attitudes towards diversity.

The effectiveness of leadership and management of the early years provision

Effective safeguarding systems keep children safe from harm, supporting their well-being. For example, the childminder understands clearly whom to contact if concerned about a child. All persons in the home have a suitable Criminal Records Bureau check. The record of risk assessments are effectively used to ensure risks to children are minimised indoors, outdoors and on outings. Written documentation is detailed and maintained to support children's welfare, such as clear accident and medication procedures. On the whole, the arrangement of space in the home supports children's learning and development, and resources are accessible and in good condition.

The childminder is skilful in promoting equality and diversity, for example, she gathers detailed information about the children through partnership working to enable her to offer good support to children, including planning for their progression. The childminder has generally good systems to evaluate the progress of the provision and help her make plans to maintain ongoing improvements for children. She has developed clear and effective systems to promote children's learning and progress, including involving parents in their child's learning and development.

The childminder liaises regularly with the parents to support children effectively. For example, there is regular discussion regarding the children's individual routines, including the type of activities they take part in at the provision, and how this supports their learning and progress. In addition, regular written updates are sent home to parents regarding what events children participate in. Policies and procedures are shared with the parents and support the smooth and safe operation of the provision. The childminder has established clear links with other settings children also attend, to support their transition and learning.

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

Children enjoy their time at the provision and are making good progress with their learning in relation to their starting points because the childminder supports them effectively in their development towards the early learning goals. For example, children enjoy exploring different textures, such as rough and smooth materials. They learn how to look after plants and enjoy planting seeds, such as tomatoes, pumpkins and cress. Children's thinking skills are developing strongly because the childminder presents challenges by asking questions about colours, numbers, shapes and the names of animals. They develop competent physical skills because they have clear space to move around and they are encouraged to be physically active. Children develop self-esteem because the childminder praises their achievements, such as when very young children pull themselves up and walk. She helps children learn about size and colour effectively as they make patterns in the play dough.

Children's communication and early reading skills are supported well, for example, they sit with the childminder and look at books, pointing to pictures and words. They press buttons on flaps in the books and they explore cameras and phones. In addition, they have opportunities to learn to operate a musical recorder. However, the opportunities for children to extend the use of some aspects of technology, such as a computer, are not yet maximised. Children frequently smile and stay close to the childminder; their behaviour is positive, supported by the childminder, who consistently smiles at children and explains situations to them. The environment is organised to enable children to develop their independence skills, for example, they make choices from toys that are arranged at low level, and toys and equipment are effectively maintained.

The observation systems are developing well to support and extend children's development across the areas of learning. For example, plans are in place to help

them develop their creativity and communication, and to solve problems through. They have generally good opportunities to learn about diverse communities and the wider world through trips into the local community and using resources, such as books which depict different lifestyles and varied language text. Children's individuality is highly valued, and all who attend the provision are included fully in activities. However, the opportunities to further extend positive attitudes towards diversity through activities planned, although developing, are not yet maximised.

Children are learning about how to keep themselves safe effectively. For example, they learn how to cross roads on outings and to move around the environment carefully, handling resources safely. They stay healthy as they are cared for in an environment which is hygienically maintained. Hygiene routines are carried through effectively, such as hand washing before eating foods, and after toileting. Children are making healthy food choices from healthy options, such as fruit at snack time. In addition, they eat foods such as sandwiches, casseroles, and lots of vegetables. Children freely access water and they drink this regularly. They are active in the fresh air by going on regular walks, and they go on trips to parks and farms. Children's physical skills are progressing well through varied challenges presented, such as climbing, balancing and learning to control sit-and-ride toys in the garden. They are also active as they explore the environment indoors, for example, they freely move from one room to another, set up the road track and construct using different materials.

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	2
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	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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