

Inspection report for early years provision

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Inspection date	23/04/2012
Inspector	Pauline Pinnegar
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 October 2011. She lives with her husband and one child aged 14 years old in the Alwoodley area of Leeds. The childminder provides care in a log cabin situated in her garden and she occasionally uses the family kitchen to prepare meals. There is an enclosed garden to the rear of the property available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range and of whom, one may be under one year old. There are currently three children attending who are within the Early Years Foundation Stage and they attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association and her local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into a friendly child-oriented setting by the childminder, who is very committed to meeting their individual needs. This is supported by effective partnerships with parents. Links with other providers of the Early Years Foundation Stage are mainly developing well. Systems for planning activities and observing children are good and cover all areas of learning well, ensuring that all of them make good progress towards the early learning goals in relation to their starting points. The effective systems of monitoring and assessment show good capacity to maintain continuous improvement. The childminder constantly reflects on her practice and has successfully created an inclusive, enabling environment for all children. She has identified the need to provide more resources for outdoors to promote children's large physical development further.

What steps need to be taken to improve provision further?

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

- develop further the systems for sharing children's development and learning records with practitioners at other early years settings they attend
- develop further the resources to promote children's gross physical development in the outdoor area.

The effectiveness of leadership and management of the early years provision

The childminder implements a comprehensive range of policies and procedures, which enhances all aspects of children's welfare. There is a very strong emphasis on safeguarding and the childminder is very well informed about procedures to keep children safe. All required documentation for the effective running of the setting is available and is very well organised. The childminder has attended safeguarding training and demonstrates an extremely good understanding of related issues. The indoor and outdoor environments are subjected to thorough and rigorous risk assessments that ensure any potential hazards to children are minimised. In addition, the childminder ensures that all adults, who have contact with children are suitable and appropriately vetted.

Children's play opportunities are maximised through the effective organisation of space, time and resources. The environment is bright, stimulating and informative for the children and their parents. This allows children to make choices about their learning and play. The childminder rotates the toys to ensure that children's interest in play is effectively stimulated. Children's artwork and photographs are attractively displayed, which gives them a real sense of belonging. Children are valued and their differing backgrounds and abilities are respected. Inclusive practice is well addressed and individual children feel a sense of belonging and inclusion. Children's awareness of diversity and the wider world is well promoted through access to a good range of resources, activities and discussion about similarities and differences. The childminder has a clear vision for the setting and her practice. She has commitment to the on-going development of her childcare service through self-evaluation and monitoring. She is able to accurately identify strengths and areas for improvement in the service she offers. This includes identified training, completing the Ofsted self-evaluation form and seeking advice from other childminders to further develop her understanding of good quality childcare. She gains verbal and written feedback from parents to broaden her view of the service provided. She has identified the need to provide additional outdoor equipment and toys to promote children's physical development, in relation to their gross motor skills.

The childminder has implemented good procedures to ensure that there is effective communication between her and parents. For example, before children attend the setting, the childminder builds a complete picture of their likes, dislikes, routines and individual care needs through discussions with the parents. They receive detailed information in the daily communication diary. They are actively encouraged to contribute to children's learning and development records and the daily diary. This assists the childminder to effectively plan for each child's individual needs. Parents are very happy with the care the childminder provides and describe her as a 'star'. The childminder understands the need to build links with other practitioners, where a child receives education and care in more than one setting, to ensure continuity and cohesion. She communicates regularly with them and receives information about events and activities children are taking part in. She recognises this is a continuing area for development to ensure that all parties contribute to children's learning and development records.

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

Children happily engage in their play and the many toys stimulate their enjoyment and conversation. They are achieving well in their learning and development because the childminder enthusiastically encourages and supports their play. She constantly talks and listens to the children, which motivates their learning. Activities are challenging, flexible and based on the children's interests, for example, they eagerly choose whether to play with the shape sorters, 'cause and effect' toys or look at books. Daily plans show opportunities to go out or join in creative play. The childminder uses starting points and on-going observation to monitor children's progress. She has devised a detailed tracking system to record their development towards the early learning goals. Each child has a development file where information is recorded. This is used to identify future activities linked to their next steps in learning and achieving. Each child's unique qualities are highly valued because the childminder makes allowances for their different personalities, which is reflected in their happiness and warm interaction with her. Children learn to observe and investigate living creatures when they explore and go on 'bug hunts' in the garden. They grow and nurture plants and have fun as they grow cress seeds. They learn about their local area with visits to the park and nature walks, which are enjoyed by all.

Children are very settled and at ease with the childminder and her family. The childminder has a calm and warm manner. She encourages young children's language and communication skills through speaking clearly, asking them questions and introducing new words. Children enjoy easy access to a wide range of books. The childminder reads them stories regularly. Very young children enjoy investigating 'lift the flap' books and simple picture books. Children notice nature, the changing seasons and are learning to socialise and communicate with other adults and children when they visit local toddler groups. Children's physical skills are enhanced as they access a range of small play equipment in the garden. For example, they enjoy playing with sand and water. Children's creative development is well supported as they use a range of media, such as, paint, crayons and messy play and use their imagination with a range of small world toys and dressing-up clothes. The enjoy making 'dens' with blankets and an 'igloo' with large pieces of material. Very young children enjoy exploring their senses with heuristic treasure baskets as they investigate both wooden and man-made materials. Children behave in a manner that is supportive of their learning. They develop confidence and have high levels of self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share, take turns and show consideration for each other. Children develop their awareness of technology and begin to make connections through experiences when playing with simple computers, cameras and toy telephones. They explore early problem solving with a range of construction resources and enjoy exploring numbers and counting as they take part in various baking activities.

The childminder's home plays a key role in supporting children's learning and development. It is a place where children show that they feel safe, cared for and

relaxed because they are in the continuous care of a trusted and supportive adult. Activity planning also teaches children about keeping themselves safe. Planning gives children many opportunities to discuss aspects of keeping themselves safe, such as exploring emergency procedures and road safety. When out walking, children wear high visibility jackets and wrist straps. Arrangements in place to support children's good health and minimise cross-infection are good. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. The childminder has planned purposeful activities to include hand washing, hygiene and healthy foods. Children's nutritional needs are well catered for throughout the day, with healthy Kosher food. Snacks and drinks are provided at regular intervals.

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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