

Inspection report for early years provision

Unique reference number	EY436173
Inspection date	25/05/2012
Inspector	Rachel Ayo
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. She lives in the Morley area of Leeds in West Yorkshire with her husband and children aged 11, nine and 17 months old. The whole of the premises are available for childminding purposes, except for the main bedroom on the first floor and children have access to an enclosed garden. Local amenities, include shops, parks, schools, nurseries and a library and the childminder's premises are situated close to transport links. The childminder has a dog.

The childminder is registered 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 the age of eight years, no more than two of whom may be in the early years age group and none of whom may be under one year old. When working with an assistant, the childminder may care for a maximum of six children under the age of eight years, no more than five of whom may be in the early years age group and no more than two of whom may be under one year old. The childminder is currently caring for three children in this age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their learning and appear happy, confident and settled. Their welfare is promoted with success in many aspects, however, certain requirements are not fully met. A good range of indoor and outdoor activities are planned across the six areas of learning and there are effective systems for individualised observational assessment. Consequently, children are well supported in their learning and development and make good progress. Positive partnership working with parents and providers where children attend other settings ensures a coherent approach, which helps children to feel safe and secure. Systems for self-evaluation are in the early stages at present. However, the childminder has identified plans for the future, such as, her own professional development and the garden that will enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the premises are fully secure outdoors (Safeguarding and promoting children's welfare) 08/06/2012
- ensure that accident records include details of first aid treatment and include children's hours of attendance in the daily record of the names of the children looked after on the premises (Documentation). (also applies to the compulsory and voluntary parts of the Childcare 08/06/2012

Register)

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

- include anything with which a child may come into contact in the risk assessment, with specific reference to access to cleaning materials and sharp implements in kitchen drawers and cupboards.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues. Adults living or working on the premises are vetted and policies and procedures are based on the Local Safeguarding Children Board guidelines. Contact numbers are readily available, enabling the childminder to seek advice promptly to keep children safe. The childminder has detailed written risk assessments for indoors and outdoors, however, in practice some hazards are not fully identified and minimised. For example, although, children are supervised going through the kitchen area, cleaning materials and sharp implements are accessible and the garden gate is not fully secured to keep children safe, which is a breach of requirement. The childminder ensures children's safety in the sun as she regularly applies sun protection cream on them. Also she reminds children to put on their hats.

Policies and procedures are implemented as required in most aspects to promote the efficient and safe management of the provision. However, the childminder is caring for more children when working with an assistant when her conditions of registration do not allow this. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. Documentation is maintained adequately, although, accident records do not always include first aid treatment and an accurate record is not kept of children's hours of attendance. These are breaches of requirements. Good use is made of community facilities to enhance children's experiences and space is organised well to enable children to facilitate their own learning. The childminder has begun to use the Ofsted self-evaluation form as a tool for reviewing her practice and she demonstrates a strong commitment to her professional development. Since registration, she has attended a number of short courses and working towards a level 3 childcare qualification, to improve experiences and outcomes for children.

Children's individual needs are effectively met, as a result of effective partnership working with parents. Parents are actively encouraged to share what they know about their children before they attend through comprehensive 'all about me' forms. Also the childminder ensures that all children are fully supported in making good progress. This includes her attending courses aimed at particular groups of children, such as boys. The childminder actively promotes children's understanding of diversity by reflecting positive images within posters and resources, such as dolls. In addition, long term planning incorporates children's own and other celebrations.

Parents are provided with good quality information about the service. A comprehensive childminding file is shared with them and ongoing communication is effectively achieved through daily development journals and monthly meetings. Parents are actively encouraged to support their children's learning at home. For example, as part of the 'National Family Week' children took home a camera to take photographs, which were then shared and displayed. Coherence in children's care and education is supported further as there are good links with other providers through regular meetings and development portfolios being shared.

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

Children develop good habits as active, inquisitive and independent learners, as a result of the childminder's enthusiasm and motivation and a bright, welcoming and accessible environment. This is enhanced with a wide array of colourful posters and pictures. Individual learning profiles entitled 'my big clever book' example photographs and observations of the children and these are clearly linked to the six areas of learning and detail their next steps. The childminder enhances children's play experiences through gaining additional activity ideas from education websites and she makes her own resources, such as, story bags and number, rhyme and action song props. The childminder shows good levels of interest in what children do and say and encourages them to use language for thinking as she asks questions. Children are well behaved, as a result of positive reinforcement from the childminder. For example, they are very sociable as they engage in imaginative play, while washing dolls. They are developing a strong sense of responsibility as they help tidy up before lunch and take their empty plates in the kitchen. Children have also taken part in a spring cleaning activity, in which they helped to sort and clean toys. Discussions around road safety and why children need to put sun protection cream on, helps children develop a suitable awareness of dangers and keeping themselves safe.

Children are confident communicators. They express their needs and readily engage in spontaneous discussions. For example, as they sit together putting their shoes on, so that they can play in the garden. The environment is rich in print to support children's early literacy skills and there are many opportunities to make a variety of marks using a range of tools to support children's hand and eye coordination. For example, as children take part in a sheep collage activity as part of the 'Spring theme' they precisely squeeze out the glue to stick on cotton wool balls. They describe these as 'soft' and readily count how many pieces there are on their paper. As they play in the bubbly water, children engage in filling and pouring and learn how things work, such as, the water wheel. In addition, children help to print off photographs taken at home, which effectively develops their understanding of information and communication technology. Children have good opportunities to learn about the wider world. They help feed chickens, harvest vegetables and observe animals, plant sunflowers and dig for worms.

Children are effectively helped to stay healthy. The childminder models and encourages good hygiene routines and hand washing posters reinforce children's

understanding. Children access outdoors daily, which ensures that they benefit from fresh air and exercise. They clearly enjoy playing in the garden, confidently using equipment, such as a space hopper. The childminder helps develop their skills with small equipment as she plays a game of rounders and praises them when they successfully hit the ball. Children are asked what they think they need to do with the herbs and strawberries they have planted and they look for a watering can. When they cannot find this, the childminder encourages children to solve problems by thinking about what else they could use. Children are provided with healthy meals and snacks and individual dietary needs are well catered for. Food is freshly prepared and children enjoy the cold tuna pasta and salad, describing the cucumber skin as crunchy.

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	2
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	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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (Records to be Kept). 08/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (Records to be Kept). 08/06/2012