

## Inspection report for early years provision

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<b>Unique reference number</b>	EY303337
<b>Inspection date</b>	11/02/2009
<b>Inspector</b>	Alison Margaret Walker

<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2005. She lives with her husband and adult daughter in Guiseley a residential area of Leeds. The family have five cats. The whole of the ground floor and bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years before and after school. Children occupying these places share the same facilities as the children in the early years age range. There are 11 children on roll aged between 10 months and 11 years.

The childminder is a member of the National Childminding Association and is an accredited member of the Children Come First Childminding Network. She attends the local childminding group and drop in session for childminders at the local children's centre on a regular basis.

## **Overall effectiveness of the early years provision**

The children's learning and development is extremely impressive. All the children are achieving to their full potential and the provision for their social, emotional and personal development is excellent. Partnerships between provider and parents are effective, which ensures that parents' preferences and children's individual needs are fully met. The childminder is dynamic and as a result, the welfare of the children is promoted exceptionally well. This is significantly enhanced by the childminder's policies, procedures and practice, which are implemented with a very high level of consistency. The childminder is very proactive in evaluating her practice which leads to continued improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to evaluate practice to identify any areas for improvement.

## **The leadership and management of the early years provision**

The childminder's leadership and management skills are outstanding. She has very clear written policies and procedures which effectively promote the health, safety and well-being of children. These are reviewed on a regular basis. They are available for parents to keep them informed of the service provided. The children's welfare is maintained by accurately completed documentation, and this contributes well to the continuity of the children's care. The childminder evaluates her practice

on a regular basis, this includes consulting parents and children through questionnaires and this demonstrates a keen commitment to improving her provision. The childminder also helps other childminders to develop their practice by delivering training on the Early years Foundation Stage framework.

Children benefit from the excellent relationships between the childminder and their parents. They work in close partnership and share all relevant information which has a very positive impact on the children's care, welfare, development and learning. Detailed profiles give parents a very clear account of what their children can do, their interests and achievements. Parents are full of praise for the childminder and find the service she offers invaluable. They feel very fortunate to have her as their childminder and praise how she caters for their individual child's needs. The childminder has developed an effective relationship with the local nursery that several of her minded children attend, to ensure that they work together to provide appropriate support and continuation in children's interests, learning and development.

All areas used by the children are very well organised to ensure they are able to enjoy a wide range of play and learning opportunities appropriate for their stage of development. Children are able to see what is available and access play materials with confidence. The childminder has an excellent understanding of how to promote diversity. She reflects this in her resources and activities which include a welcome poster in different languages and small world figures depicting positive images of gender, culture and disability. The setting is totally inclusive, the childminder shows an exceptional commitment to ensuring that each child in her care feels special and loved. She uses resources, such as empathy dolls to help children settle and to talk about their feelings. The childminder is very skilled and experienced in caring for children with learning difficulties and disabilities and ensures they are fully integrated into her setting.

The childminder has a very clear understanding of her role and responsibilities in keeping children safe and secure during their time with her, both within her setting and on outings. For example, rigorous risk assessments are done and all visitors to the home sign in and out. Very effective systems are in place for the safe collection of children and the childminder has a clear knowledge of child protection procedures which has been enhanced by her commitment to attending regular training.

## **The quality and standards of the early years provision**

The children's overall welfare, learning and development is significantly enhanced by the childminder's knowledge and commitment to implementing the Early Years Foundation Stage. Children experience an outstanding range of activities inside and outside the home, which fully support their all-round development, such as planting fruit and vegetables in the childminder's vegetable plot. Children talk keenly about the beans and peas that they have grown. Being involved in growing fresh produce develops the children's interest in healthy eating. Daily activities are thoughtfully planned taking into account children's individual interests and needs. For example, the children made a bird hide in the garden which they used to

observe the different birds using binoculars. This led to them enjoying identifying the different birds using a reference book. The childminder records the children's starting points in detail which enables her to carefully plan for each child to ensure all their individual needs are met. The childminder does individual written observations and uses these to monitor children's progress and to plan the next steps in their learning and development.

Children are extremely confident, happy and settled with the childminder and they respond very well to her. The childminder effectively promotes children's learning through play and they choose activities where they can engage with her or sometimes play alone. For example, two children engage in a lovely activity with small world figures, they play very well together, laughing and chatting with each other. Very young children enjoy exploring the contents of the treasure basket feeling the different textures and looking at themselves in a mirror. The childminder supports their speech and language development sensitively. She uses conversation and some sign language when needed. They are encouraged to repeat words during their play and children talk with increasing confidence. The childminder uses story sacks which has increased the children's interest in books. She uses a variety of props, for example, the children have followed on a theme from the nursery they attend on bears. They listen to the story of Goldilocks and the Three Bears and then experience feeling the texture of porridge oats. Children show a keen interest in numbers and counting. Children are keen to show that they can count to 16. Whilst playing hopscotch the call the number out of the square they are on. They enjoy number songs, for example, 10 green bottles. The children visit the supermarket to buy the bottles and are they able to use these to calculate whilst singing the song.

Children gain an excellent awareness and interest in their environment as they visit local amenities. The children enjoy and regularly have opportunities to have exercise and fresh air to develop their physical development. They enjoy visiting local play areas where they are able to do activities, such as swing, climb, throw and catch. Children are developing good balancing skills as they walk safely on a wall on the way to school and currently love climbing trees. The childminder encourages children to crawl through a play tunnel as she has read research which shows crawling is good for brain development. Children are able to socialise with other children as they visit a variety of groups throughout the week. Children also take part in activities in the garden, such as looking at the different mini beasts that live there through a special trap door that the childminder has purchased. The mini beasts congregate for the children to observe and investigate. This enhances their knowledge and understanding of the world.

Children are encouraged to follow good health and hygiene practices. They all have their own towels in the bathroom and these are changed daily. Children receive very healthy meals. These are freshly prepared and nutritious. The childminder grows her own fruit and vegetables. Children have very good appetites, for example, they thoroughly enjoy cheesy beans and creamed potatoes for lunch followed by fresh pineapple and yogurt. Children explain that the pineapple is part of the five fruit and vegetables that they must eat each day. The children play a game about a greedy gorilla who eats unhealthy food. Children explain that the gorilla eats too many burgers and crisps. Posters at the children's

level promote healthy eating. Drinks are readily available and children access these independently from a water dispenser. All the children have their own cups which they can clearly recognise and this prevents the risk of cross infection.

The childminder shows the children how to behave in ways that are safe for them and others.

Children are developing an understanding of dangers, such as fire, water, traffic and how to keep themselves safe. For example, they practice road safety on the way to and from school and do monthly fire drills. The childminder has implemented very good safety measures within the home which include smoke alarms on each level and fire blanket and fire extinguisher in the kitchen.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.