

Inspection report for early years provision

Unique reference number	EY391311
Inspection date	03/11/2009
Inspector	Liz Whitehead

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 has been registered since 2009. She lives with her partner and children aged nine and two years old, in Middleton, a suburb of Leeds. The ground floor of the property is used for childminding purposes, and there is an enclosed garden for outdoor play.

The childminder is registered to provide care for children on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children at any one time, and has three children on roll, two of whom are in the early years age group. The childminder takes and collects children from school and they access local groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Well established partnerships with parents, enables the childminder to appropriately meet the individual welfare and learning needs of the children in her care. She is developing links with other settings, and creates a welcoming environment in which all children are included and make satisfactory progress in their learning. Most of the required documentation is in place, and is generally maintained appropriately. The childminder suitably maintains the improvement of her service and appropriately identifies areas for development through feedback from parents and children, and regularly reflecting on her practice.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Safeguarding and welfare) 17/11/2009

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

- develop the educational programme by obtaining information about what children know and can do when they first attend
- ensure that details in children's records are maintained confidentially.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of how to protect the children in her care. She is suitably aware of the signs and symptoms of abuse and neglect,

and ensures that all parents are fully aware of her responsibility to report any concerns in line with the Local Safeguarding Children Board procedures. The childminder ensures that relevant checks are in place for appropriate adults. Written risk assessments are in place to minimise hazards to children, although the childminder does not conduct risk assessments for specific outings to keep children safe on trips. Areas used by the children are safe, and all equipment and resources are suitable for the ages and abilities of the children. Security and access to the premises is managed effectively, with the childminder consistently maintaining a record of visitors, and ensuring that children are unable to leave the premises unaccompanied.

Strong partnerships with parents enables the childminder to keep them fully informed regarding their children's care and learning. This is achieved through, daily discussions, detailed written information, meetings, telephone calls, letters and sharing children's developmental progress. Parents really value the childminder's cultural diversity through her celebrating children's cultures and backgrounds. Links with other providers, such as children's schools and nurseries ensure that the children receive a consistent approach to their individual care and learning needs. Most records and documentation are in place, they are mostly well organised and easily accessible, however, some records are not maintained confidentially.

The childminder is beginning to use self evaluation to identify areas for development and to assess the strengths and weaknesses of the setting. She seeks feedback from children and parents to improve the outcomes for children. Since registration the childminder has made a number of changes including, creating a grassed area and fitting a climbing frame in the garden to enhance children's physical development. She creates an environment which is well maintained, welcoming, motivates the children to learn and recognises children's individuality. The childminder makes appropriate use of internal and external resources through regularly visiting the library, park and community groups to promote children's learning and development.

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

The children feel safe and secure within the setting and confidently adopt some routine tasks, for example, clearing away their toys, selecting resources and confidently stating what they would like in their sandwich and which plate they will use. They have a good understanding of keeping themselves safe, for example, following road safety advice whilst on outings, and knowing the importance of wearing a seat belt in the car, and waiting for the 'green man' before crossing the road. Children behave well and remind each other to roll the balls in the house, and not to throw them as they may break something or hurt someone.

Children are developing early mathematical skills. They concentrate well and spend a long time making a line of cars before correctly counting them, and proudly announcing that there are five cars. Additionally, children are familiar with shapes and state that the mirror is a circle and that wheels are circles. They really enjoy

expressing themselves through music and spontaneously play a drum, made from recycling a sweet container. The childminder actively encourages children to celebrate their achievements, and thoughtfully displays their creative attempts which children proudly point out to their parents and to visitors.

The children are motivated to learn and eagerly explore their indoor and outdoor environment. During their everyday play they access a suitable range of resources which support all areas of learning, for example, reading books, art and craft and small world play. The children enjoy the opportunity to be with their friends and enjoy their time with the childminder. They are confident to express themselves and appropriately join in with relaxed and informal conversations, spontaneously initiating conversations with visiting adults. Children show a keen interest in words and letters and they proudly state that 'apples begin with a', and looking for other items beginning with the same letter.

The childminder supports the children's learning through their play and makes clear and concise observations of their progress. These are readily available for parents to view and contribute to and are used effectively to plan the next steps in individual children's learning. However, the childminder does not always obtain information regarding children's achievements when beginning to care for them. The children are developing an appropriate understanding of the society in which they live. They access some resources which reflect positive images of race, gender and disability and celebrate a range of festivals and traditions, such as the West Indian Carnival and Christmas. Through discussions and stories there are suitable opportunities to recognise, value and respect similarities and differences between themselves and others.

The children have a good understanding about being healthy and adopting healthy activities. They know that apples are good for them and make them big and strong. Children are familiar with regularly washing their hands and know this 'gets rid of germs'. Additionally, the childminder actively promotes good dental hygiene and encourages the children to clean their teeth after meals. Children enjoy physical activities both indoors and outdoors, and are beginning to understand the effect that this has, as they state 'am getting tired now'.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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

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