

Inspection report for early years provision

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Inspection date	10/05/2010
Inspector	Linda Filewood
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 2008. She lives with her husband and two children, who are aged 10 and two. The family live in the Whinmoor area of Leeds, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, as well as the first floor bathroom and small bedroom. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on both parts of the Childcare Register.

The childminder collects children from the local school. 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.

Children are welcomed into a warm, secure, homely environment and the childminder successfully supports their safety and welfare. However, not all documentation required under regulation to support the childminder's practice is complete. The strong relationships with parents enable the childminder to meet children's individual needs effectively, and periods of sleep follow their home routines. The childminder supports children's learning well by using methods appropriate to their ages and level of development; therefore, they make good progress. She has started to take positive steps in her self-evaluation by satisfactorily reviewing her practice in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to clearly show when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 24/05/2010

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

- improve the systems in place to evaluate and monitor the provision and outcomes for children to identify areas for improvement, leading to clear identification of targets for further improvement
- develop the use of written observation and assessment to further promote

children's learning across all areas.

The effectiveness of leadership and management of the early years provision

The childminder uses an appropriate range of clearly written policies and procedures to ensure that she safeguards children's safety and welfare. She has a clear understanding of child protection issues and is aware of how to respond, should she have a concern. All appropriate records and parental consents to promote children's health and welfare are in place. Adults who reside on the premises hold current Criminal Records Bureau checks, showing they are suitable to be with the children. The childminder conducts risk assessments within the home, garden and for outings. However, the written record of the risk assessment does not include all the information as required by regulation.

Children play in a clean, homely and welcoming environment. The childminder uses her space well and children move around freely when making choices in their play. A wide range of age-appropriate resources are available and meet the needs of those attending. Resources, including some to promote positive images of diversity, are easily accessible, enabling children to self-select and become independent. The childminder promotes equality and diversity well as she successfully adapts activities to enable all children to participate. For example, when older children enjoy craft activities after school, the childminder provides younger children with suitable equipment so that they too can begin to make marks on paper. She ensures that she equally values each child and carefully addresses their individual needs. The childminder makes good use of routines and interacts well with children to support and promote their learning. She reflects well on her observations of children's play in order to assess their progression. However, her written observations do not cover all the areas of learning and the childminder does not always use the information from them to influence planned activities.

The childminder builds strong links with parents and works closely with them to support any flexible working patterns. They share information regularly through discussion at the beginning and end of the day and by the use of daily record sheets. The childminder asks for parents' opinions and uses the information to guide her evaluation processes. Parents report that they are pleased that the childminder adheres to the children's home routines and the warm atmosphere she creates. The childminder has an established relationship with the local school and a clear understanding of how to build on this to support the continuity in children's learning and care.

The childminder is now looking at ways to maintain and develop her practice in the future by, for example, seeking further training opportunities. This is likely to bring about relevant improvement to the provision and the outcomes for children. Her self-evaluation process identifies most of the strengths and weaknesses of her service but is not yet sufficiently robust to ensure she focuses on the most significant priorities for development.

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

Children are secure, settled and happy within the setting. Although the childminder has only been minding young children for a short time, they are comfortable in her home and good relationships are evident. The children show good levels of confidence as they move around the rooms with increasing mobility, direction and purpose; for example, they know that the cars are kept in the conservatory and choose two to use with the garage. The childminder offers a good balance of planned activities and freely chosen play. The good variety of play opportunities, experiences and routines in place help children to develop the necessary skills for their future progress and learning. They enjoy trips to the local library to meet up with others and take part in activity sessions and story telling. This develops children's social development well as they learn to cooperate and share with other children. The childminder encourages children to explore the resources and make their own decisions about their play. This supports them to achieve, enjoy their time with her and become active learners. For instance, young children investigate what happens when they squash a flexible, plastic container of bricks before removing the contents to build with. The childminder knows the children's capabilities well. Consequently, she offers children enjoyable and challenging experiences, tailored specifically to their needs and abilities. She uses her sound knowledge of how children develop and good questioning techniques to help them make very good progress in all areas of learning. Young children respond very well to praise from the childminder and they join in by clapping themselves. This helps to increase their confidence and self-assurance, as they are beginning to learn they are special and clever.

Children are able to develop future skills as they use interactive toys and resources that promote their hand-eye coordination; for example, they learn, with support from the childminder, how to control the opening and closing of the roof of a remote controlled car by pressing a button. The childminder promotes young children's communication development successfully. She enhances their activities through play and conversation, and responds positively to young children's early words. Children benefit from making sounds together with the age-appropriate musical instruments, such as, a tambourine and maracas. There is a stimulating selection of stacking toys, shape sorters and games to encourage children's participation and understanding of problem-solving, reasoning and numeracy. The childminder uses mathematical language well in play to support children's learning. For example, she talks about the colours of the bricks and counts them with the children as they carefully put one on top of another.

The childminder has a good awareness of health and safety. She ensures children have play and exercise in the fresh air on a regular basis, and plans for periods of rest and relaxation. The childminder encourages older children to be aware of their own hygiene and potential dangers, with good measures in place to keep all children safe and secure. Children practise the fire drill so that they are aware of how to evacuate the premises in an emergency. The childminder frequently offers drinks to children and provides a good range of healthy snacks and home-cooked meals. She ensures that young children receive food provided by their parents

before they are ready to enjoy full meals. Young children are beginning to learn how to feed themselves and have their own spoon to use alongside the childminder's to support their independence.

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	2
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	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	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	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