

Inspection report for early years provision

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| Unique reference number | EY407877 |
| Inspection date | 19/10/2010 |
| Inspector | Thecla Grant |
| 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 2010. She lives with her family in the Middleton area of Leeds, close to parks and local transport links. The dining room and living room are used for childminding purposes. Children have access to an enclosed garden at the rear of the property for outdoor play. The childminder cares for children from Monday to Friday between the hours of 7.00am to 6.15pm.

The childminder is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently caring for two children in this age range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged over five years to 11 years.

The childminder collects children from the local school and regularly goes to toddler 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.

The childminder suitably supports every child so that no group or individual is disadvantaged. She has suitable systems in place to monitor and assess children's learning and development, but has not fully developed these. She suitably promotes children's welfare and safeguarding procedures are securely in place. Children make realistic progress in their learning. The childminder has some systems in place to work in partnership with parents and partnerships with other providers are developing appropriately. The childminder shows sufficient capacity to maintain continuous improvement and generally identifies the strengths and weaknesses of her provision.

What steps need to be taken to improve provision further?

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

- involve parents as part of the ongoing observation and assessment process
- develop further, systems to observe and assess children's development and plan for the next steps in their learning
- provide opportunities for young children to show awareness of space, of themselves and others through taking risks in a safe environment.

The effectiveness of leadership and management of the early years provision

The childminder is competent in making sure children are safeguarding and protected. For example, she has a sound understanding of the signs and

symptoms of abuse and ensures all adults living in her home are suitable to be in contact with children. The childminder has devised a clear and concise policy for safeguarding children, this is in line with the requirements and systematically reviewed. She regularly practises the emergency evacuation procedures with the children and all fire prevention equipment is in place. Further to this the childminder conducts effective risk assessments indoors and outdoors and takes positive action to eliminate identified risks.

The childminder is motivated to seeking further improvement and generally monitors the progress and wellbeing of the children through observing her practice. As a result, she has identified the need for more outdoor equipment and age appropriate toys and equipment to improve children's choices and to develop systems to include parents in the evaluation of her setting. The childminder appropriately works with parents and has begun observing and assessing their progress. Although, these are not well developed, they include parents as part of the assessment and observation process. However, parent's comments have not been sought.

The childminder makes sure all children have enough space to move around and access the resources available. She is committed to sustainability and has addressed relevant training needs. As a result, the childminder is qualified in delivering first aid. Systems in place to promote equality and diversity are suitable. The childminder uses toys and equipment which positively reflect the diversity of the local community to promote differences. The childminder has developed partnerships with others, such as, the local mums and tots group and other childminder's which she uses to support the children in her care. She is yet to develop links with the local schools.

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

The childminder appropriately supports children's learning by providing an enjoyable learning environment for them to make steady progress across the areas of learning. Children under two years have regular opportunities to explore their environment and show interest in information technology by pressing the buttons on the lap top and mechanical drums. They enjoy listening to stories about people from different countries and independently choose the small figures which reflect disabilities to include in their play. As a result, children's understanding of the wider world is demonstrated through their play and communications. Children are inquisitive and eager to learn and find out what objects and toys are like and what they can do through handling them. For example, children under two solve the problem of how to put the cover over the teeth of their bottle. The childminder has developed appropriate language skills to enable her to promote children's language development. She constantly develops their competence in communication through frequent enjoyable interactions and extends their vocabulary as she teaches them the names of objects and animals. Children are well behaved and confident in their environment. Their self esteem is very well developed and they accurately know the routine of the childminding provision. Children have a good relationship with the childminder and confidently assists in welcoming visitors into their setting.

Children have opportunities to access outdoor play, however, outdoor toys and equipment are minimal, therefore, the childminder provides opportunities to develop their large motor development by regularly taking them to the park where they can access larger equipment, such as climbing frames, swings and slides.

Children constantly enjoy their time at the childminder's home and suitably achieve in their learning. They have a variety of experiences whilst at the childminding setting. For example, they build small towers with the wooden bricks and they sing songs and learn the actions to them. They enjoy visits to different places of interest, such as the stables where they can see the horses. However, creative experiences, such as sensory exploration and opportunities for children to explore different media are limited. The childminder has devised long term and short term planning. The short term plan shows the intended activity, the outcome and the next steps. However, this has not yet been implemented. The childminder has some understanding of how to plan for children's individual learning. For example, during the morning children under two enjoy banging the musical drums and building with bricks. Some of her plans extend on these activities.

Children learn about safety from an early age, for example, children learn the importance of emergency procedures through regular practise. Children are also taught about road safety as they walk to school. However, children under two are not actively encouraged to take risks in their safe environment. For example, when wanting to explore the inside of the large plastic box they are not given the opportunity to independently climb inside before been assisted. The childminder constantly promotes hygiene with the children, through cleaning their face and hands after snack time. She also teaches young children to wash their hands with soap and water after toileting and provides a healthy and balanced diet to promote their health. As a result, children show an understanding about healthy lifestyles.

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

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| 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

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| 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 | 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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