

Inspection report for early years provision

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Inspection date	07/12/2010
Inspector	Melissa Patel
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 has been registered since 1987. She lives with her husband. They live in a semi-detached house in Otley, a suburb of Leeds. The lounge, kitchen diner and upstairs bathroom and toilet are used for childminding purposes. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children, of which three can be in the early years age range. There are currently nine children cared for, of which five children are in the early years age range.

The childminder lives close to parks, shops a library and schools, which are all within walking distance. The childminder has links with other early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is promoted effectively overall. This means children are safe and they have fun joining in varied activities that support their learning overall towards the early learning goals. Partnerships with parents and other early years professionals are good in supporting children's well-being. Equality and diversity is promoted well overall. The evaluation systems are effective in promoting the good progress of the provision. This means the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- develop the organisation of the environment to further embrace diversity, showing further images of children and families from a variety of cultures and backgrounds
- extend the observations and assessments of children kept to further identify plans that are made to develop their individual learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of her role with regard to ensuring children are safeguarded. For example, the written procedures to protect children are clear and the childminder knows what to do if concerned about a child. Risk assessments are effective and help minimise risks to children inside and outdoors.

Fire procedures are clear and practised with the children. The arrangement of the environment is effective in supporting children's well-being and learning. The childminder supports equality and diversity well overall, taking good account of the children's individual needs. There are resources available to reflect the diversity in people positively. However, the organisation of the environment to fully embrace diversity is not maximised through arranging images and text to show children and families from a variety of different backgrounds. Systems in place to help children's learning are good overall, supporting their progress.

The childminder works effectively with the parents to help the children she cares for. For example, she liaises with the parents regarding children's welfare and the children's learning records are shared. In addition, the childminder asks the parents to complete questionnaires. The childminder uses the responses to these questionnaires to help her maintain good outcomes for children. The policies and procedures to support the effective operation of the childminding provision are shared with parents. There is useful information available on the noticeboard regarding the Early Years Foundation Stage. Partnerships with other providers and early years professionals are well established, to support children's individual needs and transition to other early years settings in the future.

Systems in place for monitoring and evaluating the provision are good overall. The childminder uses formal monitoring to evaluate her provision with high priority given to the Early Years Foundation Stage requirements. This ensures ongoing continuous improvement and, therefore, that the outcomes for children are good. Since the last inspection the childminder has kept up to date with changes in regulations by successfully implementing the Early Years Foundation Stage. The childminder has improved hygiene by introducing a changing mat that can be easily cleaned. In addition, the childminder has discussed all the children's sleeping arrangements with the parents to ensure children's needs are met.

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

Children are cared for in an environment that is conducive to their learning. This is because it is organised to help children choose play equipment that is at low level, enabling independence and encouraging choice effectively. Children explore a varied range of activities indoors and outdoors that helps them progress well towards the early learning goals. For example, they are developing an interest in books as they all sit together sharing a story. The childminder is skilful at including all the children at their own level. Children respond to individual questions when they are asked and they receive praise for doing so, supporting their confidence well.

Children are developing their hand and eye co-ordination effectively as they thread cotton reels onto a string and they start to recognise different colours. They are learning skills for the future well as they experiment with toys that require their thinking skills to operate them. For example, they can press buttons and twist dials on various pieces of equipment. Children are practising their counting skills

through different activities and routines. Children increase their language skills through many activities such as singing songs and rhymes. Children are creative, for example, they explore toys that make sound, and they use glue and a variety of different textures and materials.

Children are starting to develop a good overall understanding about the wider world and diverse communities. For example, children view some positive images of people from a variety of backgrounds in books and children are helped to understand acceptable values. For example, children learn through simple books how bullying is unacceptable. In addition, children celebrate some festivals such as Divali and the Chinese New Year.

Children behave safely and happily in the environment. For example, they move around carefully and they respond appropriately to the childminder, talking to the childminder freely and seeking reassurance. Children are learning effectively about keeping themselves safe through exploring the environment indoors and outdoors. In addition, they practice the fire evacuation procedure.

The observation and assessment systems that are in place work well overall. For example, through observing children, plans are made to help children develop communication skills through repetition, rhymes and introducing new vocabulary. Effective plans are in place to help children count, recognise colours, develop confidence and become independent. Children's development is tracked to help support their progress towards the early learning goals overall. However, the observation records kept of children are not yet fully developed to demonstrate plans made to extend children's individual learning priorities.

Children are helped to stay healthy effectively. This is because they are cared for in an environment which is clean and hygienic. They are starting to learn how to prevent the spread of germs through hand washing and talking about why it is important. Children eat a range of healthy snacks, such as fruit and organic health bars. Children access drinking water freely and they drink very dilute sugar free juice. Parents provide their own children's lunches. Children have regular opportunities to have exercise outdoors, for example, children go on walks to local parks. They also visit indoor play centres where they can develop their large physical skills and socialise. Children can also explore the garden, practising controlling sit and ride-on toys and playing with balls. These activities help children start to understand the benefits of living a healthy lifestyle..

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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:	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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