

Inspection report for early years provision

Unique reference number	EY360335
Inspection date	07/12/2010
Inspector	Rachel Ayo

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 2007. She lives with her husband and their children aged nine and six years in Stanningley, Pudsey in West Yorkshire. The childminder works with her husband who became a registered childminder in 2010. The childminder generally has equal responsibility for the childminding practice, although she takes the lead on certain aspects of the provision. Local amenities include schools, nurseries, parks and a library. Shops and public transport links are close by. The whole of the childminder's home is used for childminding, except for the master bedroom. Children have access to an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. When co-minding with her husband a maximum of seven children may be cared for, no more than six of whom may be in the early years age group. They are currently caring for seven children in this age group. Children attend a variety of sessions. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are three children being cared for within this age group. The childminder takes and collects children from local schools and nurseries and goes to several toddler groups regularly. She is a member of the National Childminding Association and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes most aspects of children's welfare very successfully, although certain requirements are not fully met. Children are eager to attend and make significant gains in their learning and development. This is as a result of an exceptionally well-organised and child-centred environment coupled with meticulous planning and individualised observational assessment. Excellent partnership working with parents fosters a coherent approach to children's welfare and development and ensures their individual needs are extremely well considered and met. Effective self-evaluation demonstrates a strong commitment by the childminder to the continual improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- improve documentation by recording the names of the children's key workers in the daily attendance record and by including in the record of risk assessment the date it was completed and by whom (Documentation) 21/12/2010
- ensure that there is appropriate fire detection and 21/12/2010

control equipment, for example, smoke alarms in order to fully promote fire safety (Suitable environment, equipment and resources).

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

- improve the risk assessment so that it covers anything with which a child may come into contact, with specific reference to making the stairs safe, ensuring that toddlers are always fastened securely in highchairs and ensuring that any sharp broken household objects are not accessible on the window ledge in the garden
- promote further children's awareness of good hygiene practice by implementing consistent hand-washing routines after wiping runny noses.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues as a result of up-to-date training. Risk assessments are appropriate in most aspects, although certain hazards are not fully identified and minimised. Children feel safe and secure because of very effective settling-in arrangements. Visitors, such as a local community police officer, help children learn about aspects of keeping themselves safe and fire safety is promoted well in most aspects. However, although there is some fire detection and control equipment, some smoke alarms have recently been temporarily removed. This is a breach in requirements. Safety on outings is well promoted, for example, through the use of a good range of equipment, such as visibility jackets. Most documentation, primarily completed by the childminder, is well maintained, and policies and procedures are reviewed regularly and updated, for example, to reflect national events, such as terrorist attacks. However, the names of the childminders are not recorded daily to confirm that adult to child ratios are adhered to at all times and the record of risk assessment does not include when it was completed and by whom. These are breaches in requirements.

The childminder makes excellent use of resources including training, involvement in local authority schemes and access to groups and additional sources within the community. For example, she is going through the process of becoming a childcare partner with her local Sure Start centre. There is an exciting and educational environment for children and innovative use is made of everyday items to enhance children's learning. For example, number shakers are created out of plastic bottles placed inside socks which toddlers clearly enjoy exploring and matching the different sounds. Childcare magazines, the internet and childminding conferences are additionally used to access a wide range of information.

The childminder actively promotes equality and diversity and has a good knowledge of each child's background and needs. For example, specific dietary requirements are well catered for and the childminder ensures that alternative meals do not look different, so that children feel included. There is a good range of resources and activities to help the children to understand the diverse society they

live in, such as traditional dressing-up costumes. As part of the Chinese New Year celebrations children make a dragon and visit a restaurant.

The childminder evaluates her practice well and demonstrates a strong commitment to continuous improvement, with clear plans identified for the future. She is working towards becoming quality assured and is awaiting confirmation that she has been successful in becoming an accredited childminder. She is committed to her own personal development. Training is very purposeful and the childminder makes effective use of knowledge gained on courses to enhance outcomes for children. She jointly reviews the environment, activities and resources with her co-minder, and parents and children are highly involved in contributing their views and suggestions.

There is excellent partnership working with parents, with highly effective communication systems in place. Parents complete detailed 'all about me' forms in order for them to share what they know about their child; they receive regular newsletters and take part in trips. They are fully informed about what their children do, for example, through photographs sent by email and parents evenings. They contribute to topics or themes, profiles are sent home each term and a 'next steps' development plan enables parents to support their child's learning at home. Parents are encouraged to take 'Bertie the bear' or 'Freddie the monkey' home or on holiday and record his adventures in a scrap book which is then shared at the setting. Parents' verbal and written comments are very complimentary about the provision. The childminder has a very good understanding of partnership working with others, either where children attend other settings or have a special educational need and/or disability.

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

Overall the childminder demonstrates a very good knowledge of the Early Years Foundation Stage. She works closely with her co-minder to plan an extensive range of activities across the six areas of learning, and undertakes meaningful observations reflected in different forms of evidence within comprehensive development portfolios. These are reviewed at the end of each month in order to effectively monitor and evaluate children's progress. Children show high levels of curiosity and interest in their environment which is enhanced exceptionally well through an extensive range of bright posters, attractively displayed artwork, photographs and signs. It is extremely effective in enabling children to be independent and make choices.

Children are extremely happy and settled and they have high levels of confidence and self-esteem as a result of excellent relationships with the childminder. Even the very youngest children show exceptional behaviour, self-help skills and socialisation as a result of superb support and highly effective positive reinforcement. They are clearly familiar with the well-organised routines, for example, as they tidy up in preparation for lunch or find a snooze mat for their afternoon nap.

Children are making exceptionally good progress in the skills that will equip them for the future. The environment is rich in print and story time is made exciting through the childminder's enthusiasm, involvement of the children and good use of props. Toddlers are intrigued by simple technology, such as the laptop mouse and programmable bumble bees, which manoeuvre around the car mat. The childminder's skilful questioning and effective communication results in the children being confident communicators. She introduces interesting everyday opportunities to further support children's literacy skills, for example, looking at letters on street signs and making marks in the condensation on windows. Children have their own labelled coat pegs and baby signing classes are attended. Numeracy is effectively incorporated in all aspects of the provision. The childminder encourages children to count the steps, talks to them about how old they are as they find the corresponding number on a sock and sings number songs. Children spontaneously use mathematical language in their play as they talk about the big snake they are drawing or the small piece of chalk.

The childminder provides a broad range of media and materials, including those which are natural, in order for children to experiment and find out about objects and living things. Toddlers delight in exploring the different coloured water in plastic bottles and the animals in the shaving foam; they observe this on their hands and fingers before attempting to shake it off. They enthusiastically join in with the childminder as she sings action songs with them before lunch.

Children's all round good health is promoted very well overall. The childminder and her co-minder jointly plan and prepare meals and snacks. These are reflected in a healthy weekly menu which incorporates daily homemade and freshly prepared dishes. Children readily tuck into the shepherd's pie and mealtimes are extremely relaxed and sociable occasions. Children learn about a healthy lifestyle and where food comes from as they visit the greengrocer, farm shop and ice-cream shop. The childminder models and encourages mostly good hygiene practices, although some good hand-washing routines are inconsistent. Children complete a 'five-a-day' healthy eating chart and brush their teeth at the setting. They have good access to fresh air and exercise through interesting outings, for example, to a variety of parks, Harwood House, museums and the seaside.

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	1
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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