

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Helen Blackburn
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 1989. She lives with her husband and daughter, also a registered childminder, in the Pudsey area of Leeds. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a dog as a pet.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. The childminder is registered to work with another childminder from the same premises. When they are working together, they may care for a maximum of 10 children under eight years at any one time, no more than six of whom may be in the early years age range. They are currently minding five children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. They are currently minding three children in this age range.

The childminder takes children and collects them from local schools and nurseries and she goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and safe learning environment, which effectively promotes diversity, good behaviour and independence. Overall, the childminder maintains a good range of documentation, policies and procedures, which in the main demonstrate the service in place. The childminder has good relationships with parents, children and other settings children attend. The children are happy and settled and they enthusiastically approach the good range of activities on offer. Through good self-evaluation processes, the childminder is proactive in bringing about improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation). 17/03/2011

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

- continue with the process for reviewing and updating policies and procedures to ensure they clearly demonstrate the practice in place for promoting the safe and efficient management of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has good arrangements in place for safeguarding and promoting children's welfare. She understands her responsibilities in protecting children from harm. For example, she is aware of possible signs of abuse and neglect and she would report her concerns to appropriate agencies. This means she acts in the best interest of the children and ensures she safeguards their welfare. The childminder ensures all adults living or working on the premises have undergone appropriate checks and she supervises any visitors to the home. This contributes to keeping children safe and protected from harm. The learning environment for children is safe and secure. The childminder maintains this because she vigilantly supervises children's play and she checks her home on a daily basis. This ensures all safety precautions are in place to minimise accidents. In addition, she carries out risk assessments of her home and outings. However, her record of these risk assessments does not include all the mandatory information, such as the date of review. This is a breach of a specific legal requirement. Overall, the childminder maintains a good range of documentation, policies and procedures, which contributes to promoting the safe management of the setting. For example, her policies include information on how she promotes positive behaviour, equality and managing illness. The childminder is in the process of updating and reviewing her policies. As a result, some of them at present do not clearly outline the procedures she implements, such as the child protection procedure and medication consent. The deployment of resources is good. For example, organisation of resources enable children to make safe and independent choices in their play. In addition, the childminder works well with her co-childminder to ensure they meet children's individual needs. Through effective time management and organisation, they ensure the day runs smoothly for children. For example, they incorporate individual sleep routines into the day and they plan activities to meet the differing needs of the children.

The childminder's commitment to developing her practice and service is good. Through self-evaluation and reflective practice, the childminder has a realistic view of her strengths and priority areas for development. In addition, she has successfully addressed the recommendations made at the last inspection. For example, by accessing information on child protection issues she increases her knowledge of her responsibilities in protecting children from harm. The childminder promotes an inclusive approach to her self-evaluation because she welcomes any ideas and comments from parents, children and other professionals. Through exploring a number of training opportunities, the childminder keeps up-to-date with good practice ideas. This includes her completing a recognised early years qualification to level 3. This demonstrates her commitment to promoting her ongoing professional development.

The childminder has good relationships with parents and other settings involved in children's learning. For example, they regularly exchange and share relevant information. This promotes continuity in children's learning and care. Overall, a good range of written policies, procedures, discussions and diaries provide parents with relevant information about the service children receive. The childminder encourages parents to be involved in their child's learning. For example, she shares with them children's progress records and she talks to them about their day and achievements. In addition, if children need additional support and help, the childminder understands that she must work with other professionals, external agencies and parents. This ensures children receive the best possible care and learning opportunities to meet their individual needs.

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

The childminder's arrangements for managing illness, infection and hygiene are good. As a result, she effectively promotes children's health and well-being. The children are developing a good understanding of personal hygiene practices. This is because everyday routines, such as hand washing, together with posters and activities help them to learn about being healthy and good hygiene. The childminder provides nutritious and healthy meals and snacks and she encourages children to try new foods. This contributes to children learning about the importance of making healthy choices. In addition, the childminder is extending children's experiences of good health, by starting to grow some of their own foods and herbs. Through having regular opportunities to play outside, go on walks and visit parks and other places of interest, the children are encouraged to lead a healthy lifestyle. These activities also promote children's physical development because they develop their skills in climbing, running, jumping and balancing. The children are also developing good coordination and dexterity skills. For example, they draw, turn pages in books and use small tools, such as spades, rakes and trowels when digging in the garden.

The childminder has good and trusting relationships with the children. She provides consistent routines, which effectively incorporate children's individual needs into the day. This provides security for children and results in them feeling safe. The children are developing a good understanding of ways in which they can keep safe. For instance, they talk about road safety on outings and learn about stranger danger and saying no. The children's behaviour is good and they have cooperative and positive relationships with their peers. For example, through play, they learn about being kind to others, sharing and taking turns. Through the childminder effectively using praise, she supports children in becoming confident learners. This also contributes to children having good self-esteem and a positive self-image. The children have a good understanding of diversity and difference. This is because children experience activities, discussions and resources that provide positive images of all people in society and the world in which they live. For example, children eagerly explore and ask questions when looking at books, dolls, bags and other artefacts from India and other countries.

The childminder supports children to make good progress in their learning. She

understands the principles of observation, planning and assessment arrangements. Through reviewing her practice, she has now established a system she feels works in regard to recording and monitoring children's progress. This means she effectively uses her observations to identify and plan for children's learning priorities across all areas of learning. The childminder is actively involved in children's play, she has good relationships with them and she challenges their learning well. For example, she encourages babies to reach for toys and she encourages children to look at books so that they develop their communication and literacy skills. The childminder provides a good range of activities and experiences across all areas of learning. This results in the children having a positive and enthusiastic approach to their play. For example, they use their imagination well as they engage in role play activities, such as playing with the play people and bus and they express their creativity through music, arts and crafts. In addition, children learn about the natural environment as they talk about the weather, seasons and engage in planting and growing activities.

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

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

Met