

## Inspection report for early years provision

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<b>Unique reference number</b>	EY266069
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Kath Harding

<b>Type of setting</b>	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 2003. She lives with her husband and two children in Leeds, West Yorkshire. The whole of the downstairs of the property is used for childminding. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a rabbit as pets.

The childminder is registered to care for four children at any one time. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides effectively for children in the Early Years Foundation Stage. She demonstrates an appropriate understanding of children's individual needs but some required documentation is not in place. She actively promotes an inclusive environment and children develop an awareness of diversity. There is a friendly working relationship with parents and the childminder understands the benefits of partnership working in the wider context. The childminder has started to evaluate her practice to plan for future improvement.

## What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 10/03/2011

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

- develop observations further to consistently make links to the 'Development Matters' prompts and plan the next steps in a child's developmental progress
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- ensure the systems to record the details of arrival and departure times of visitors are in place
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

## **The effectiveness of leadership and management of the early years provision**

The childminder has an appropriate level of understanding and knowledge of signs to be concerned about in relation to child protection issues. She has not attended recent safeguarding training. She knows of her responsibility to ensure all people living in the house are vetted but presently does not have a record of visitors to the premises. She visually checks the rooms before the children arrive and conducts annual written risk assessments of the different rooms in the house and for specific outings undertaken. Risk assessments for different activities the children take part in are not risk assessed.

The childminder creates a welcoming environment where resources and toys are accessible for children, helping to promote their independence. She has a sound knowledge of the Early Years Foundation Stage and implements this to promote outcomes for children. The childminder has put photographs of the different activities children have been involved in into individual profile books. She has begun to record some observations of children's progress and some next steps for children's development but these are in the early stages and are not in place for all children.

The children enjoy continuity of care as the childminder works closely with parents. She encourages a two-way flow of information between her and the parents and ensures they know all about their child's day. However, the childminder presently does not have information from parents about who has legal contact with the child or who holds parental responsibility. Links with other providers ensure a consistent approach is achieved to promote children's ongoing learning and development.

The childminder is able to reflect on how to improve her service, but her self-evaluation is in its infancy. She obtains advice from development workers and other practitioners in order to help improve her practice.

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

Children are settled, happy and confident in the childminder's suitably organised home. They adopt good personal hygiene routines as they wash their hands prior to eating and after using the toilet and use paper towels to dry their hands. Information regarding good hand-washing techniques is displayed to encourage children to wash their hands thoroughly. Children freely access tissues and use antibacterial gel after blowing their noses, enabling them to be more aware of their own personal care needs. When playing with the play food, they talk about which are good foods to eat, promoting healthy eating habits. They read stories about why junk food is not good to eat and are able to eat healthy, nutritious meals and snacks during the day. They are taught how to keep themselves safe as they talk about road safety and discuss not talking to strangers. They also discuss the importance of not touching other people's

medication, helping to keep themselves safe.

The childminder interacts well with the children during their play and constantly chatters to them, modelling language effectively to encourage development of communication skills. She asks open-ended questions, encouraging the children to talk and extend their learning. As they sit together on the floor and complete puzzles, the childminder asks if the children can name the different animals. They have fun as they talk about the different animal noises and the childminder encourages them to make connections in their learning as she asks what song do we sing about a sheep. Children correctly respond by singing 'Baa Baa Black Sheep'. They freely approach the childminder, give her the cover and re-enact familiar roles as they iron the clothes and bath the dolls. They decide that the doll's nappy needs changing and they need some wipes to make it clean, which they go and find. They talk about their families as they decide how many sisters they have. As they look at their profile books, they recognise themselves in the photographs and are encouraged to turn the pages carefully as childminder points to the pictures and asks questions. They spontaneously count the photographs in the profile book and match the outfits in the puzzles, developing their early mathematical skills.

Children behave well. They socialise with others as they attend toddler sessions and learn about their local community as they visit the local shop, library and parks. They learn to value and respect others as they use a range of resources which help them to begin to understand about the wider world. They look at different festivals, such as Chinese New Year, taste foods linked in with the festival and make Chinese lanterns.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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**

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