

Inspection report for early years provision

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Inspection date	23/02/2011
Inspector	Sue Riley
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 1991. She lives with her husband and adult family in Tingley, a suburb of Leeds. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for four children, of whom, three are in the early years age range. All children attend on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog, cat and three guinea pigs. The childminder drives to the local schools to take and collect children. She regularly attends the local parent and toddler group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show suitable levels of self-esteem because the childminder knows them well and values them as individuals. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted which means that children are mainly safeguarded. The childminder is starting to use the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- ensure that information about who has legal contact with the child, and who has parental responsibility for the child is gained (Safeguarding and promoting children's welfare). 09/03/2011

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

- extend observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder understands her role to protect them from harm. The childminder has a suitable knowledge of safeguarding issues. She has a written detailed statement of the procedures to follow if she was concerned about a child. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. The childminder demonstrates ambition, vision and drive to develop the provision further. She attends regular training to continually improve her own knowledge and understanding around caring for children. She has started to develop a system of self-evaluation and is effectively reflecting on her practice, identifying her strengths and areas for development to maintain continuous improvement within her service. The childminder effectively maintains most of her records. Many policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. Sound systems are in place to review all policies and procedures to ensure they are kept up-to-date with current guidance.

Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe. Through sensitive discussions she helps young children to understand ways to minimise the risk of harm to themselves. They practise the emergency evacuation procedures to raise their awareness of what to do in the event of a fire.

Children's welfare needs are met and they achieve as well as they can as the childminder adapts activities to ensure they can all participate. The childminder has started to develop systems to enable her to monitor children's progress in relation to their starting points. However, these are in the early stages of development. Observations are ongoing and information is starting to be used effectively to plan for the next steps for children taking into account their abilities, likes and dislikes. Resources in the playroom are readily available for the children and they are able to make their own choices about what they would like to do and play with. This practice promotes their independence.

The childminder has a sound understanding of working in partnership with others. Partnerships with parents are well established and there is a beneficial flow of communication on a daily basis, which ensures that children's needs continue to be met in a consistent manner. The childminder recognises the parent as the main carer and provides a good range of information for them so that they are well informed about their child's care and learning. At the start of the placement the parents are provided with information which includes all the childminder's policies and procedures. This ensures parents are fully aware of the childminder's practice. The childminder obtains information from the parents in advance of a child being admitted to her care to enable her to fully meet the needs of the child. However,

she does not gain information about who has legal contact with the child and who has parental responsibility. Parents are kept very well informed about their child's activities through verbal discussions and the sharing of their development files, resulting in a cohesive and consistent approach to children's learning and care. The childminder treats all children equally, but is very aware of their individual needs and levels of understanding. She makes the most of diversity to help children understand the society they live in.

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

The childminder demonstrates a sound knowledge of the learning and development and welfare requirements to promote children's learning and care. She has a good understanding of how children learn through play and how they develop. The environment is set up for children's learning and allows children free choice of activities from a range of resources. The childminder is very warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Activities are planned, based on the observations of the individual children. The childminder actively plays with the children and lots of happy sounds are made. Children feel good about themselves because the childminder offers excellent positive support, praise and encouragement. Children are beginning to develop an understanding of the wider world through visits out and about in the community and planned activities and discussions with the childminder.

The good health and well-being of children is positively encouraged. Children are starting to know what constitutes a healthy lifestyle. They have fresh air and exercise, for example, they enjoy playing on challenging equipment at the local park or at the indoor activity centres. The childminder provides a range of healthy meals and snacks and encourages children to follow suitable hygiene routines to prevent the risk of cross-infection. Drinks are made readily available to the children and they help themselves as they become thirsty, this practice promotes their independence. Children are encouraged to place their hand over their mouth when coughing.

Children are taught about safety issues as part of the daily routine. For example, when out and about in the local community they learn about road safety. Children are very well behaved and are being encouraged to share and take turns. The children have helped to develop the 'happy house rules', this means that they take ownership of the rules. Children learn good manners as the childminder encourages the use of them through role modelling. For example, by using 'please' and 'thank you'. When the childminder praises the children they respond well to this and benefit as this practice raises their self-esteem.

Children are confident and have a positive approach to learning. They initiate their own ideas, for example, they help themselves to the wooden train track and start to set the track up. They confidently ask for the larger pieces of track as these are stored on the higher shelves. Demonstrating that they know what equipment the childminder has for them to play with. The children play cooperatively together as

they build up the train track, or play with the play dough. They share the resources well and take turns in play. For example, when playing they take it in turns to use the plastic scissors with the play dough. The childminder encourages children to talk and use language, she helps them to write their names and supports them by sounding out the individual letters. Children are confident with mark making. As the children complete jigsaws they are learning about shape and size. They problem solve as they build a bridge with the wooden bricks for the cars to go underneath. Children use their imagination as they design and make their own wheeled cars, using tools to fix all the pieces together. They enjoy making their own music from the wide range of musical instruments.

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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