

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431503
<b>Inspection date</b>	13/06/2012
<b>Inspector</b>	Lindsay Dobson
<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 2011 and lives in Farnley, a suburb of Leeds. The living room, kitchen, hall and bathroom facilities of the childminder's ground floor flat are used for childminding purposes.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, three of whom may be in the early years age range. There is currently one child on roll in this age group. The childminder walks to local schools to take and collect children. She attends the local parent and toddler groups and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with good levels of care and make good progress in their learning and development, although some systems for obtaining and sharing information about children's development are not fully extended. The childminder offers a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which meet their individual interests and developmental needs. She works well in partnership with parents to ensure that children's unique needs are met. A sound awareness of working in partnership with other settings is also held. The childminder is self-evaluating her practice and is using the Ofsted self-evaluation form as the basis for this; although monitoring the impact of improvements is not yet fully effective. The childminder is, however, fully committed to continually improving the outcomes for children.

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

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

- extend self-evaluation processes to monitor the impact of targeted improvements on outcomes for children
- ensure information about children's starting points is used to further their development, and provide parents with regular opportunities to contribute to their children's learning.

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

Children's welfare is effectively promoted because the childminder has a secure understanding of her responsibilities relating to safeguarding children. Her practice is supported by a written policy and procedure which is shared with parents to ensure they are fully informed about her procedures. The childminder takes

effective steps to maintain a safe environment for children. For example, she effectively uses a visitors book to monitor adults on the premises and also checks the identification of people who are not known to her. In addition, thorough risk assessments for the home and outings are in place to identify and minimise potential hazards to children. The childminder makes good use of safety equipment, such as safety gates, to ensure the premises remain secure and children are protected. Discussions and ongoing explanations from the childminder mean that children are building up their understanding of how to keep themselves safe. For example, they practise road safety, discuss issues such as stranger danger when on outings and practise regular emergency evacuation drills.

The childminder provides a service which is inclusive for all children and their families. She works with parents to ensure that she understands each child's background and care needs. Children's self-esteem and sense of belonging are promoted as they are encouraged to choose what toys they would like to play with. Children are becoming familiar with differences as they play with a good range of toys that positively promote diversity, celebrate a range of cultural festivals and learn from the positive attitude of the childminder. She maintains good relationships with parents, enabling them to exchange welfare information about their children and thereby ensure that she can offer them effective support. The childminder shares information with parents about their day, both verbally and through written diaries for the younger children. She is aware of the need to share information with other providers of the Early Years Foundation Stage to enable her to offer continuity in learning, although this service has not yet been necessary.

The childminder demonstrates a genuine enjoyment of her work and actively engages with the children. She reflects on her practice and is using the Ofsted self-evaluation form as the basis for this. However, systems are not fully developed as the childminder is not monitoring the impact of any targeted improvements to see how they enhance the outcomes for children. The childminder shows a commitment to her professional development and identifies further training as a way to enhance the quality of her provision. She also views parents' thoughts and suggestions as important and gathers these through discussions and questionnaires. All comments received are positive and praise the quality of care and the dedication of the childminder.

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

Children are well supervised, offered challenges in their learning and have fun in well-planned ground floor rooms. They can play with a good range of safe, age-appropriate and stimulating materials and equipment. They are happy to explore their surroundings independently and are provided with opportunities to take controlled risks. This enables children to develop their confidence, such as practising early walking skills as they move between the rooms and using their independence to self-select resources. The childminder regularly observes the children in her care. She uses photographic evidence to support her observations and demonstrate their enjoyment. The childminder identifies children's next steps in learning and links what she sees the children can do to the areas of learning to

ensure they are provided with a full range of activities and experiences. However, she is not currently using information gained from parents about their children's starting points and is not actively providing opportunities for parents to regularly contribute to their children's learning and development records.

The good range of self-selection opportunities available to children include construction bricks, books, musical instruments, role play and small world resources. The childminder provides exploratory play opportunities using paint and mark-making resources, and children's artwork is displayed in their individual profiles and on the walls in the entrance hall. The childminder engages the children's in conversation as they play. She repeats words and sounds for the younger children and asks open-ended questions to encourage them to think and to challenge their learning. Children's social and emotional development is positively promoted. They arrive happily at the setting and separate from their parents well; this has been helped by the well-organised admissions and settling-in routines. Young children enjoy exploring the range of soft balls. They enjoy the feel and texture of the different balls and watch them as they roll across the floor before chasing after them. The childminder works with the children as they practise stacking beakers and giggle as they knock the tower down. Heuristic play is a favourite of the young children and they enjoy exploring the basket of natural and man-made materials such as sponges, pine cones and wooden pegs. Children develop their problem solving as they work with the childminder to try to fit the different coloured shapes into the shape sorters. Photographic evidence shows them having fun developing their creativity through painting, sticking and puppet-making activities.

Children respond positively to the childminder, displaying clear and affectionate attachments. They are observed to be settled and confidently make choices about what they want to play with. The childminder works with the children at their level and she enthusiastically encourages and praises their achievements. Their behaviour is consistently managed in a manner suitable for their age and stage of development and the childminder routinely reinforces boundaries. House rules are available in the behaviour management policy, which is shared with parents. The childminder is attentive, showing genuine interest and creating consistent positive interactions which enable children to feel secure. She is responsive to their individual care needs, offering closeness and cuddles. The childminder provides home-cooked meals and light snacks for the children; these are varied, nutritious and include fresh fruit and vegetables. Children have good opportunities to play outside and enjoy the fresh air as they visit the local park, shops, childminding groups and children's centre. The childminder has made an application to the council to use the communal garden area at the back of her flat with the children to further enhance their outdoor experiences closer to the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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