

Inspection report for early years provision

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Inspection date	03/07/2012
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 2012. She lives with her husband and children aged four and two years in the Morley area of Leeds in West Yorkshire. The whole ground floor of the property and the first floor, except for the study are used for childminding and there is an enclosed garden for outdoor play. Local amenities include shops, parks, schools, nurseries and a library. The childminder's premises are situated close to transport links. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on 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, of whom no more than one may be in the early years age range. She is currently caring for one child in this age group on a part-time basis and two children on the Childcare Register. 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.

Outcomes are consistently good and outstanding in certain aspects as a result of excellent individualised observational assessment which results in children making significant gains in their learning. Children's welfare is promoted very successfully with most policies and procedures being implemented effectively. Positive partnership working with parents, including good communication systems, ensures that children's individual needs are well met. Although there is no requirement for her to do so at present, the childminder is appropriately aware of partnership working with providers where children attend other settings. Systems for self-evaluation are developing well and plans for the future are clearly targeted in order to continue to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- include all potential risks associated with the security of the premises in the record of risk assessment in order to further promote the efficient and safe management of the provision.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good level of commitment to promoting children's safety and arrangements for safeguarding children are robust and clearly understood. She has a good knowledge of the possible signs or symptoms of abuse or neglect and is familiar with her local reporting procedures. Consequently,

she can respond to any concerns of this nature promptly to keep children safe. Hazards are identified and minimised effectively in practice to promote children's welfare, although the security of the ground floor windows is not included in the documented risk assessment. The childminder is vigilant in her supervision of children and any potential risks on outings are responded to promptly to keep children safe. For example, when dog owners bring their pets into the play area, although signs remind them this is not allowed, the childminder leaves with the children. In addition, she explains that she protects children from smoke and bad language. Children's safety in the sun is well considered. For example, large areas of shade are created in the garden and children stay inside during the hottest time of the day.

The childminder has a good knowledge of children's background and needs as a result of positive partnership working with parents. Comprehensive starter questionnaires are provided for parents to share what they know about their children. These include details of home routines, eating habits, likes and dislikes, behaviour and phobias, for example. They also include information that helps the childminder establish what children know and can do across the six areas of learning. This enables her to target her planning around children's interests and stage of development right from when they first attend. A highly accessible environment is created and there are a variety of resources depicting positive images of diversity in order for children to learn about the wider society in which they live. In addition, children listen to music from around the world and as part of a topic about 'daddies' the childminder compared animal and human dads from around the world.

Parents are well informed about all aspects of the childminder's practice and copies of policies and procedures are emailed. Ongoing communication is achieved through a daily diary and friendly chats at the beginning and end of the day. Learning journals have recently been sent home to inform parents of their children's progress and their next steps are discussed in order for parents to support learning at home.

A wide range of written policies and procedures have been devised to support the efficient and safe management of the provision and these work well in practice to ensure positive outcomes for children. The excellent use of resources in the home and in the community undoubtedly contributes to the significant progress that children make. Children benefit and thrive as a result of high quality provision. The childminder has recently begun to use the Ofsted form as part of her systems for self-evaluation. There are effective evaluation of activities and planning to ensure these are successful. Good use is made of internet resources and the National Childminding Association magazines and email updates in order for the childminder to review and enhance her practice. Parents are encouraged to share their views and email feedback is very complimentary about the service.

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

Children demonstrate an excellent attitude to learning and clearly enjoy their time at the childminder's. Their learning and development is supported superbly as a result of meticulous observation and assessment. Superior planning systems ensure a wealth of rich and exciting first hand experiences and activities. These are unquestionably informed from evidence of children's starting points, next steps and interests. There are first class arrangements for ensuring there are no gaps in the curriculum or children's development. Each month a topic is chosen and specific activities or resources are planned across the six areas of learning including things children can bring in from home.

Children's learning is undoubtedly supported by the excellent levels of support and interaction they receive from the childminder. Alongside engaging in children's play and asking challenging questions, she is skilful in utilising spontaneous events to extend children's learning. For example, as children observe a cat on a wall the childminder asks where they think the cat is going. She asks children what they can hear as the refuse lorry goes by and discusses her neighbour's uniform and job as she passes by. Children are very sociable with the childminder and clearly enjoy her joining in with their play. They are beginning to develop a good awareness of appropriate behaviours through explanations about why certain behaviour is unsafe and via positive reinforcements. Children effectively learn about staying safe through topics around road safety and activities planned as part of the National Child Safety Week.

Children show high levels of confidence, self-esteem and engagement in activities which are stored in labelled tubs in a welcoming play room. They are unquestionably developing skills that will help them in the future. They have superb access to ICT through interesting outings to photography and media museums and their early literacy skills are highly supported through excellent access to mark-making and books. Children are confident communicators and use language imaginatively as they engage in 'small world' play with toy figures, animals and the Noah's Ark. Activities for supporting children's mathematical development are extensive and children spontaneously count and use size language as they describe the refuse lorry as 'huge'. The childminder promotes children's learning about patterns as she compares the striped tiger and spotty leopard. Children explore many different types of media and materials in order to develop creativity; they clearly enjoy investigating different objects in the home with a magnifying glass.

Although the childminder does not provide main meals and children bring a packed lunch, they are actively encouraged to make healthy choices about what they eat through the provision of healthy snacks. Their understanding of a healthy lifestyle is reinforced further through growing cress and engaging in discussions about fruit and vegetables when shopping. Children bake healthy foods and at Easter they learnt about different kinds of eggs, where they came from and they also made scrambled eggs. Children have good access to fresh air and exercise including through many different outings. They are actively encouraged to wash their hands

before they eat, for instance, in order to learn about the importance of hygiene practices.

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	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

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