

Inspection report for early years provision

Unique reference number	302609
Inspection date	16/02/2009
Inspector	Ann Webb
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1998 and is registered to provide care for six children under eight years. Of these, not more than three may be under five years, and of these, not more than one may be under one year. She works with her husband who is also a registered childminder. She is registered on the Early Years, Child Care and Voluntary Child Care registers and has ten children on roll, eight of whom are in the early years age group

She lives with her husband in the Undercliffe area of Bradford. There are several shops within walking distance. All of the ground floor is used for childminding. Toilet facilities are situated on the first floor. There is a fully enclosed garden to the front of the premise.

It is a non smoking household. The family keep tropical fish indoors plus a fish pond in the rear garden which can be accessed under close supervision.

The childminder regularly attends the library, local carer and playgroup and also takes children out on local outings. She is an accredited member of the Bradford Childminding Network.

Overall effectiveness of the early years provision

The quality of the provision is good. The childminder reflects effectively on the service she provides and therefore the children progress well in all areas of learning and development. Good evaluation systems support plans for improvement and she acts promptly to address any area's of weakness. The children benefit from the childminder's ability to communicate well with parents and other agencies which ensures that the individual needs of the children are met successfully. However, information about children's starting points is limited. Her knowledge of children's individual needs contributes effectively toward their all round welfare, well-being and self confidence.

What steps need to be taken to improve provision further?

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

- obtain information from parents about what children know and can do when they first attend.

The leadership and management of the early years provision

All records, policies and procedures are frequently reviewed, updated and used as working documents to fully ensure the needs of all children are effectively met. Detailed risk assessments and actions taken are used effectively to identify, manage and eliminate all hazards to children and to ensure that the children's

health and well-being is monitored. Additionally, all children are safeguarded effectively through the childminder's clear understanding about how to protect the children in her care.

The day-to-day organisation is managed smoothly and efficiently and children are comfortable, settled and completely relaxed in their environment. They benefit significantly from the well established partnership with parents and others, for example, visits made to the childminder's home by parents for settling in periods and teachers visiting to ensure a smooth transition into school life.

The children benefit from the childminder's commitment to improving the service she offers, for example, through additional training and self evaluation. Her capacity for improvement is clearly demonstrated through the prompt response to her last inspection and the identification of area's for further development. For example, resources and toys are now stored and presented in low shelving which has improved the children's independence and decision making skills. Medication records now contain all the required parental signatures which has improved the safety of the children and observational assessments show how children progress toward the Early Learning Goals so that the next steps in their learning are identified effectively.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage and developmental requirements and she is confident in helping the children learn both indoors and outdoors. For example, the older children are beginning to link the sounds and letters which form their names. As they draw their initial in the air the childminder gives encouragement and praise and suggests that they use a pencil to write it out onto paper. This prompts the younger and less confident children to make their own marks and symbols.

The children's understanding of the natural world is extremely well promoted. They have an excellent understanding about how to grow their own food through hands on experience, they are growing tomatoes and cucumbers in pots, watching and charting their growth. They cook and eat home grown fruit and vegetables throughout the year and are proud of the photographs which show them harvesting marrows and carrots. In addition to their excellent understanding about how to be healthy through diet, they have regular exercise including gardening, physical games in the park and daily walks to and from school. This successfully enhances their all round well-being and enjoyment of learning outdoors.

The children have good opportunities to become familiar with information technology, they use a recording device to capture images of themselves examining the bull rushes from the pond, which they then excitedly watch on the television. The children can talk with confidence about digital photography and how to use a mobile telephone, some of the older children can explain how satellite navigation systems help with directions. They develop an excellent understanding of their local and wider community, celebrating local festival and traditions, becoming familiar with diversity and the cultural beliefs of others. They

use a wide range of resources which reflect positive images of race, gender and disability and enjoy tasting foods with which they are not familiar, such as octopus and squid.

The childminder is confident to observe and record the children's progress which enables her to effectively track their individual development and plan for the next steps in their learning. However, she has limited information about what the children know and can do when they first attend which does not fully support the assessment of their initial progress. There are good links with the schools which the children attend and information regarding the children's development is shared and used to ensure consistency in their care and learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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