

Inspection report for early years provision

Unique reference number	EY378955
Inspection date	30/01/2009
Inspector	Ingrid Szczerban

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2008. She lives with her husband and three children aged two, three and five years, in the Bingley area of West Yorkshire. The whole of the ground floor of the childminder's house is used for childminding, and the bathroom is situated on the first floor. There is an enclosed garden available for outside play and the family have a hamster and fish.

The childminder is registered to care for a maximum of three children at any one time and is currently caring for three children. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. Regular outings are undertaken to toddler groups, for local walks, to the library, to parks and to adventure play areas. The childminder is a member of the Bradford Childminding Network.

Overall effectiveness of the early years provision

Overall the provision is effective in meeting the needs of children in the Early Years Foundation Stage (EYFS). Good attention is given to meeting the learning and development needs of children. Children partake in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted and children are very much valued and respected as individuals. The childminder is able to assess her provision well and can identify areas for improvement. She demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- develop a system for involving children in the evaluation of the service
- develop the records to include the children's next steps for learning

The leadership and management of the early years provision

The childminder manages her provision well. She uses effective means to evaluate and improve the service she provides. The Ofsted self-evaluation has been completed, she consults with parents as to their satisfaction with the service, but not with children. She belongs to the Bradford Childminding Network and is visited regularly by the development worker. The childminder is committed to ongoing training to improve the service she offers.

Partnerships with parents and carers are good. There are systems in place to exchange information verbally and through daily diaries, and children's development records are freely available to parents to help them with extending their child's learning and development at home. Tentative links have been made with other settings delivering the Early Years Foundation Stage where children

attend, and the childminder has taken steps to strengthen these by arranging to discuss the EYFS with the head teacher. Parents each receive an information pack containing all the policies and procedures, and the childminder keeps all written consents from parents.

Children are safeguarded well. The childminder and household members are suitably vetted and good practice ensures that children remain safe both on the premises and on outings. All accidents and medication are recorded and the childminder holds a current first aid certificate. Comprehensive written risk assessments are effectively implemented to ensure that children are kept from harm.

The quality and standards of the early years provision

The welfare of children in the Early Years Foundation stage is promoted very well. Good hygiene routines are followed and the health of children is promoted well. Separate hand towels are used by children to help prevent the spread of any infections and children rest according to their individual needs, especially after a hard day in school. The childminder provides home-cooked, healthy and nutritious food for children; they receive fresh fruit and vegetables each day, such as sticks of carrot and cucumber for snacks. Children enjoy regular baking sessions and they learn about good and bad foods through discussion. Children's health benefits from fresh air and exercise on daily outings. For instance, they go on local nature trails in the woods, visit parks and play in the childminder's garden.

Effective practices are employed to ensure that children learn how to keep themselves safe. They learn about fire safety as they practice the fire drill, and the childminder reminds children not to put their fingers in the drawer or they may hurt themselves. She also teaches children each day about road safety.

The children make good progress in their learning and development. Some good observations and assessments are made by the childminder which include what children are interested in, what they are learning but not their next steps for progression. The childminder gathers highly-detailed information from parents before children begin, this helps her to be able to progress children's development as soon as they start, it also ensures that she is aware of and able to plan for their individual interests. Plans are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For example, a child's interest in volcanoes is to be incorporated into the next theme of dinosaurs

The children are happy and exuberant. They are very confident in their warm and loving relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. They are completely engrossed in their play and are able to choose what they want to do. They can freely access all toys as they are stored at child-height. The storage boxes are labelled with words and pictures of the items contained within. Children are therefore becoming independent and learn that words carry meaning.

Children are well-behaved and have good manners. They are interested in each other and walk around the painting easel to see the other's creation. A strength of the setting is the childminder's calm and consistent management of children's behaviour. They are learning how to share, take turns and to say sorry when they upset others by taking their toys.

Creativity is greatly valued. Children express themselves through many means, including painting. They display good levels of concentration as they use different sized brushes, sponges and rollers to apply the paint to their paper. They then go on to explore the paint's properties using their fingers to see what it feels like and put a little bit on their tongue to taste it. This fosters children's natural curiosity to find out about things by using their senses and develops their fine physical skills.

Children learn about the world around them. Through celebrating faiths and cultures from around the world, they learn to value and respect the ways of others. For example, they make paper lanterns, colour-in dragons and oxen, and eat Chinese food with chopsticks to celebrate the Chinese New Year.

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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.