

Inspection report for early years provision

Unique reference number	EY382095
Inspection date	11/03/2009
Inspector	Melissa Louise Patel
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 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 October 2008. She lives with her husband and two children aged five and eight years. They live in a detached house in the residential area of Idle, Bradford, which is close to local parks, schools and shops. The ground floor and the bathroom on the first floor are available for childminding. There is a secure outdoor play area. The childminder is registered to care for five children, included on the Early Years Register and the Compulsory part of the Childcare Register. She is also registered to care for children on the voluntary part of the Childcare Register. The childminder is currently caring for one child in the Early Years age range.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder promotes many aspects of the Early Years Foundation Stage successfully, ensuring children are secure, safe and suitably included. A variety of activities are planned and organised appropriately to support children's learning. Partnerships working with parents demonstrate that relevant information is shared overall to support children appropriately. Satisfactory use of evaluation systems promotes improvements for children, although parents are not yet involved in the evaluation process to further extend children's learning.

What steps need to be taken to improve provision further?

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

- further develop children's learning and development through involving parents in the self-evaluation process
- extend activities and resources to promote diversity
- ascertain further information from parents regarding children's abilities when they first start at the setting
- develop children's understanding that words have meaning through labelling around the environment.

The leadership and management of the early years provision

The home environment is organised effectively to keep children safe indoors and outdoors. Policies and procedures that are in place ensure regular checks are made to ensure children's health and safety. For example, the risk assessments are robust, including the fire evacuation procedure, which is practised. The childminder demonstrates a good understanding of procedures to keep children appropriately safeguarded. The systems in place to support children's learning are in the process of review due to the childminder just starting childminding, but they support children's progress satisfactorily overall.

Since registration the childminder has started to evaluate the service she provides and has identified improvements to be made to support children, such as developing some of her resources and reviewing her learning and development records. In addition, the childminder has attended required training and other training to support her understanding on how to promote improved outcomes for children, such as the essential Early Years Foundation Stage, and using treasure baskets to support children in their play.

The childminder supports partnership working with parents well overall. For example, there are appropriate systems in place, to ensure information regarding children's health, learning and overall welfare is shared, to promote children's progress and to support their well-being. However, parents are not yet included in the evaluation process to further support children's learning, development and further support inclusive practice.

The quality and standards of the early years provision

There are a variety of activities planned to help children make progress towards the early learning goals satisfactorily. For example, children enjoy looking at books, pointing to the pictures and touching them, supported by the childminder. They talk about the pictures, make animal sounds and practice simple counting, supporting children's early reading and numeric skills. Children's emotional well-being is very well supported through praise, smiles and gestures. The environment is organised appropriately to support children's learning. For example, they can choose from a varied range of good quality resources that are set out for them. However, although there is print around the room, it is currently limited to extend children's understanding that words have meaning.

The childminder observes children at play and plans their next steps in learning. For example, the childminder finds ways to encourage children that are not experienced with exploring messy creative materials to investigate different media in a variety of ways, and parents are encouraged to continue this at home to provide continuity in the children's learning. Some information is obtained with regard to children's abilities when they first attend the setting. However, this information is not clear enough on the children's development files to clarify initial starting points, help inform future planning and further aid children's progress.

Children are happy at the childminder's. They relate well to the childminder and behave well. Children are learning the importance of a healthy lifestyle, through enjoyment of good quality outdoor play where they can investigate varied equipment to progress their physical skills. In addition, children are encouraged to eat healthy snacks, such as sultanas and grapes, and eat meals that include foods, such as chicken and vegetables. Children develop an appropriate understanding of hygiene through regular hand washing and discussion about what they are doing and why.

Children are able to explore freely whilst they are closely supervised, therefore they are becoming independent whilst staying safe effectively. The childminder understands and supports the differences in people through ensuring that diversity

is reflected sufficiently to help children feel valued. For example, there are positive images of the uniqueness in people available, such as some toys, books and pictures which are easily accessible. However, activities and resources are not yet fully extended to the full potential to further promote, children's understanding of the wider world and communities and further support inclusive practice.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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.