

## Inspection report for early years provision

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<b>Unique reference number</b>	EY259824
<b>Inspection date</b>	06/07/2009
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Type of setting</b>	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 was registered in 2002. She lives with her husband and children aged 11, nine and five years old on the outskirts of Bradford. The whole of the ground floor of the childminder's house and upstairs bathroom are used for childminding, there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time and is currently providing care for two children in the early years age group and one in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and local places of interest. She has rabbits as family pets.

The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder has a suitable selection of resources and some interesting activities planned which children enjoy. However, the organisation of resources gives children little opportunities to develop independence and decision making skills. The childminder has policies and procedures in place. However, some of these require updating to meet with new legislation. The childminder promotes children's welfare, learning and development needs by providing a secure and caring environment. Children are happy and relaxed in the childminder's care, and are confident and sociable.

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

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

- ensure that the fire blanket is sited and easily accessible for use in emergencies
- review policies and procedures to reflect changes to new legislation
- obtain more detailed information from parents about children's starting points and capabilities and develop planning, observation and assessment to promote children's learning across all areas
- enhance children's independent opportunities to access a wider range of age appropriate toys and activities in their daily environment

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

The childminder has policies and procedures in place and these are available for parents to read. However, some policies and procedures require updating to meet

new legislation. She ensures all recording is up to date and individual children's needs are respected. The childminder safeguards children through developing and implementing appropriate procedures, such as, to prevent the spread of infection and sickness. She carries out risk assessments daily, records any findings and promptly takes action to reduce hazards in all areas of the home, outings and in the outdoor area. The childminder ensures children's safety, within the home, in most areas. For example, fire drills are practised and recorded on a regular basis, and children are taught about crossing the road safely when on outings in the community. However, the fire blanket is not easily accessible for use in emergencies.

The childminder has started to use the online self-evaluation form to monitor her practice and plan for future development. She makes realistic judgements about the setting and her capacity to improve further, with some written information and discussion of her practice. Improvements since the last inspection with regard to obtaining parental signatures on accident records and a system to record complaints contribute to better outcomes for children have been completed.

Parents are warmly welcomed and receive daily information about their children's welfare. Parents receive a welcome pack, which includes policies and procedures for them to acknowledge before their children start to attend, and contracts are completed to ensure both parties are clear about the service to be provided. They are given verbal information each day about their child's activities and well-being, and also complete questionnaires. The childminder is developing contacts with other agencies in the community. For example, when children start pre-school, she will share profiles with the appropriate groups, with parental permission. This will ensure that information is two fold and children's progress monitored.

## **The quality and standards of the early years provision**

Children are happy and settled in the childminder's care as she responds well to their emotional needs. Relationships between the childminder and children are warm and caring. She provides them with cuddles when they are upset and speaks in a soft and calm manner to provide reassurance. Children benefit from the childminder's guidance and involvement in some activities as she sits with the children at the table helping them to complete a jigsaw. She asks children leading questions whilst they play with an electronic alphabet game. For example, asking the children to find 'J' for jug and which shape is a triangle; older children recognise shapes well and know that triangles have three sides. The childminder provides children with some choice about their play and learning, for example, children are asked what activities they wish to do when they arrive. However, toys and activities are not easily accessible and children are limited in choice. The childminder, teaches children about the wider world and local community, through visits and activities in the home. For example, celebrating festivals and the planting and monitoring of sun flowers and how they grow. Children enjoy outdoor play in the garden where they can practise their physical skills, along with walks to and from school, and within the community. For example, children play with various ball games, scooters and bicycles in the garden and visit parks and soft play areas. Children behave well and respond to the childminder's praise and encouragement.

The child's daily activities are described verbally to parents and sometimes photographs and brief recordings are taken. However, detailed assessments of each child's achievements, planning and children's progress are not carried out fully, which limits the identification of any additional learning or developmental needs. The childminder also collects very limited information from parents relating to their children's starting points.

The promotion of children's health and the maintenance of hygiene within the setting are effective. The children sit together to have healthy, nutritious meals that are cooked on site, using fresh vegetables, meat and fruit. At meal times children of all ages engage with the childminder and chatter happily, respecting and valuing what others are saying, making meal and snack times a sociable event. Children are encouraged to help themselves to their own individual drinking cups throughout the day, to wash their hands prior to snack and meal times and they are being introduced to the value of cleaning their teeth. This develops children's awareness of healthy hygienic procedures.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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](http://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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