

Inspection report for early years provision

Unique reference number	EY384646
Inspection date	22/06/2009
Inspector	Shazaad Arshad
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 two children aged eight and 10 years old in Denholme, a suburb of Bradford, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the main bedroom and kitchen.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family have a pet dog.

The childminder collects children from the local school and nursery and attends several toddler groups on a regular basis. She 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 provides children with a welcoming environment, where they are well cared for securely and comfortably. She satisfactorily meets each child's care, learning and development needs. The childminder values and appropriately uses the information that parents share about their child, particularly around the children's individual needs. She has started the process of self-evaluation in order to identify further areas for development and areas of weaknesses. The childminder has a satisfactory understanding of the changes in legislation under the Statutory Framework for the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- continue to develop systems to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities
- continue to develop the self - evaluation system
- ensure the risk assessment procedures include details of timescales for review.

The leadership and management of the early years provision

All the required documentation to promote the safe and efficient management of the setting, and to meet the needs of each child is in place and is satisfactorily organised. The childminder makes relevant use of space and age appropriate

resources to create a welcoming, child-friendly environment. She ensures children's safety by providing close supervision at all times. The childminder has a satisfactory awareness of safeguarding procedures, is aware of what would alert her to concerns and who to contact should she need to make a referral. However, the risk assessments systems are not comprehensive and do not include details of timescales for review.

The childminder talks to parents to ensure they are happy with the care she offers their children and has started the process of recording information in the children's profiles in order to identify areas for development. Although, at the present time the profiles do not clearly show the learning outcomes in the six areas of learning. She has all the required parental consents are in place, which improves children's health and safety. The childminder has a current first aid qualification and is proactive in broadening her childcare knowledge and is keen to attend training on developing her understanding on the learning outcomes for children. Parents receive sufficient verbal information about the childminding service and their child's daily activities, care and achievements. The childminder ensures they all understand her policies and procedures and gathers suitable information, such as dietary requirements and home routines, from them.

The childminder has recently started to use the Ofsted self evaluation system, and is developing the process in order to improve the service she provides and improve learning outcomes for all children.

The quality and standards of the early years provision

The childminder suitably supports children's learning by providing satisfactory range of play opportunities and good interaction. She knows each child's sufficiently well to enable her to plan activities to cater for their individual needs and interests. Some observational and assessment systems are being introduced to record children's development, but the childminder does not yet use these to identify what they need to do next, using their interests and learning styles.

The childminder creates a warm, close relationship with the children and she joins in appropriately to enhance their activities, through play and conversation. Children respond well to her. They are happy and confidently move from one area to another, collecting their drinking cup from the kitchen when they are thirsty, for instance. They make choices in the fruit they have for snack, and the childminder works closely with parents regarding the food they eat, especially at sensitive times, when younger children are teething, for instance. Children have safe and generally easy access to age appropriate resources, which promote their satisfactory progress across the areas of learning. Younger children enjoy a variety of construction toys, which help to extend their fine motor skills. They turn pieces around in their hands until they find the correct place it will fit into and follow the childminder's instruction well, as she shows them how to use a different type. The childminder recognises young children's conversational abilities and extends their communication skills well during play. She is able to understand what young children are trying to tell her and allows children time to turn back pages in a book so they can look at images that interest them. Children's imaginative skills are

suitably developing as they use the resources available to them. For example, young children become absorbed in the action of lifting soft play items above their heads and smelling flowers in a book.

The childminder makes satisfactory use of local amenities, such as parks, to extend children's knowledge of the local environment. They play outside in the enclosed garden and the childminder plans visits to soft play facilities to further extend their physical development, when the children's attendance routines allow. Occasional walks to and from local places of interest gives children plenty of exercise in the fresh air, which promotes their good health. They learn about crossing roads safely and older children know that they must either hold hands or onto the pushchair for the journey. Children behave well and older children respect the childminder's house rules of not running or jumping on the furniture. The childminder talks to them about good hygiene and reduces cross infection by wearing disposable gloves when she changes younger children's nappies.

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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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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