

Inspection report for early years provision

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Inspector	Thecla Grant
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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995 and lives with her husband, two children aged eight years old and 14 years old and one adult child in the Birkenshaw area of Bradford, close to shops, parks and schools. The whole ground floor except for the living room is used for childminding and an enclosed rear garden is available for outdoor play. The childminder works from Monday to Friday between the hours of 8.00am to 6.00pm. The family pet is a dog.

The childminder is registered to care for a maximum of six children under eight years old at any one time, no more than three of which may be in the early years age range. She is currently minding four children between the ages of twenty months and eight years old who attend various sessions throughout the week. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local nursery and school. She is a member of the National Childminding Association and has attained a level 3 certificate in childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for the children. Each child is supported and their individual needs planned for from the well accomplished systems in place. As a result, children make very good progress in their learning and development. Children's welfare is effectively promoted and the safeguarding procedures mostly promote children's safety. The childminder effectively works in partnership with parents and some systems are in place to work in partnership with others who provide the Early Years Foundation Stage (EYFS). Improvements made since the last inspection and plans for the future show that the childminder is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the practice evacuation drills so children under five years know what to do in emergencies
- further develop partnership with other providers and services to promote learning and well-being for the children attending.

The effectiveness of leadership and management of the early years provision

Policies and procedures are very well maintained, regularly updated and consistently implemented. For example, the emergency evacuation procedures are conducted and recorded, but these are not practised enough for children under five years old to remember what to do. The childminder has a good understanding of safeguarding children issues and procedures and knows what to do should a concern arise. The quality of the risk assessment and actions taken to manage and eliminate risks, shows the childminder to be well organised. Her vision for the setting is clear and plans for the future are secure. For example, the childminder has applied for a grant to obtain multi-cultural procession instruments, which will improve outcomes for the children.

The childminder uses and manages her available resources efficiently and effectively, making sure children's learning is challenging and interesting. The childminder's commitment to sustaining her setting is seen in her commitment to updating her knowledge of new childcare initiatives and keeping abreast of any changes. For example, she maintains her first aid certificate. Systems in place to promote children's good health are robust. As a result, children adopt good hygiene practices. The childminder actively promotes equality and diversity through activities, toys and celebrations. As a result, children learn to respect and tolerate each others differences.

The childminder includes a home visit as part of the induction to her setting and has developed a warm relationship with the children and their parents. She encourages parents to share their views about her setting by completing questionnaires, which she uses for improvement. Further to this, systems are in place to encourage parents to support their children's learning. The childminder liaises with other providers delivering the EYFS to support children's care. However, no systems are in place to ensure continuity of learning.

The quality and standards of the early years provision and outcomes for children

The childminder effectively supports children's learning through her well organised learning environment. As a result, children are confident, self motivated and have a strong sense of belonging. They show increasing independence in selecting and carrying out activities, choosing what they want to play with from the easily accessible, low open shelves. Children have very good opportunities to develop their information, communication and technology skills, young children know the simple mechanisms of how to operate the train engine and thoroughly enjoy listening to the noise it makes. Older children's familiarity of computer technology is seen in the terminology they use, such as programme and loading, when requesting a new game. Children learn about healthy eating from activities where they grow their own vegetables and taste the freshness of newly grown foods. As a result, children learn and understand how to lead a healthy lifestyle and develop the skills they need to secure future learning.

Young children have very good opportunities to explore their environment and are given props to help them. For example, they solve the problem of whether the train can go up the drain pipe using its own power and they are praised for their efforts. Older children explore sizes by comparing their hand sizes with the younger children. Children enjoy a good balance of adult-led and child-led activities, for example, all children enjoy the arts and craft activity provided by the childminder. Both activities are catered for the children's individual needs and are age appropriate. As a result, the children enjoy the challenge and one to one time with the childminder. Outside children thoroughly enjoy jumping on the trampoline, swinging on the swing and playing on the see-saw. As a result, children thoroughly enjoy their learning and progress well in all areas of their learning and development.

The childminder makes sure children are safe in her setting by teaching them how to stay safe. As a result, young children enjoy taking risks. However, older children have little understanding of the emergency procedures of the childminder's home. The childminder uses the information from the children's observation and assessments very well. She plans activities that are tailored to meet their individual needs and abilities and plans for the next steps in their 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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