

## Inspection report for early years provision

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<b>Unique reference number</b>	EY229349
<b>Inspection date</b>	15/12/2009
<b>Inspector</b>	Dawn Bonica Brown
<b>Type of setting</b>	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 1999. She works with two assistants and lives with her husband and son, aged nine years, in a house in Bingley, near Bradford, West Yorkshire. The whole of the ground floor of the childminder's home, plus one bedroom on the first floor, is used for childminding. Children have access to enclosed gardens at the front and the side of the house for outdoor play. The back garden is not used for childminding, and the family have two dogs.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children under eight years. Of these, three may be in the early years age range, and one may be aged under one year. When working with an assistant, she may care for a maximum of 10 children under eight years, of whom four may be in the early years age range and, of these, two may be aged under one year.

Together with her assistants, the childminder is currently caring for 11 children who attend a variety of sessions. Of these, four are in the early years age range, a further four are aged up to eight years, and three children are aged over eight years.

The childminder takes children to, and collects them from, school and nursery school. She also attends several parent and toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are routinely met because the childminder recognises the uniqueness of each child. She supports every child so that no individual is disadvantaged, and all children make progress in their learning and development. Children's welfare is promoted well in almost all aspects of their care, and the childminder has developed sound partnerships with external agencies to promote their education and develop her practice. She is highly motivated and demonstrates a strong capacity to make improvements to her provision. The childminder works with parents effectively, reflects positively on her practice in order to evaluate her provision, and her plans for the future are well targeted to bring about improvement to her provision and good outcomes for children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first aid course (Safeguarding and welfare). 31/01/2010

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

- improve access to books for young children by providing a range that they can select for themselves easily.

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

The childminder undertakes effective risk assessments to ensure that children remain safe both on the premises and on outings. However, the childminder has not maintained a relevant first aid certificate and is therefore in breach of the welfare requirements. She reflects positively on her practice and monitors and evaluates her provision regularly, which helps her to identify realistic targets for further improvement. Good links with the schools that children attend have been established and the childminder liaises effectively with teachers, which helps her to pursue school topics, such as 'light and dark', that children are interested in.

The maintenance of records is very good and the childminder provides comprehensive policies for parents. The childminder and her assistants follow good procedures to implement the safe and efficient management of her provision. Written policies help parents to understand how the setting is managed and how children are protected. The childminder's assistants know and understand how to follow the safeguarding procedures. Parents are provided with good quality information about the pre-school curriculum, the meals provided, and the children's daily activities

The childminder is highly motivated and demonstrates a strong capacity to make improvements. For example, all the recommendations arising from the last inspection have been addressed effectively and further improvements, such as installing toilet facilities downstairs, have had a beneficial impact on children's independence. She has undertaken a range of courses to improve her knowledge and understanding of child development and her implementation of new practises has improved outcomes for children.

The learning environment, both indoors and outdoors, helps children make good progress towards the early learning goals. The childminder's home is warm, welcoming and inviting. Resources are accessible and mostly well organised. She rotates the range of toys to ensure that children's interest is maintained and they are almost all arranged in a manner which provides easy access to most of the children. However, books are presented spine first in a book case, which prevents toddlers from selecting books of their choice. Good use is made of the outdoor space; as well as providing a good range of outdoor equipment, the childminder maintains a hedge of plants that butterflies love so that the children can watch them. Children learn about the force of the wind through wind chimes, and they use an outdoor graffiti board for mark-making.

The childminder ensures that she provides an inclusive practice so that all children have their welfare needs met and achieve as well as they can. There are no children with special educational needs and/or disabilities currently attending.

However, the childminder and her assistant have undertaken training in this area, and their policies outline how they would be included.

Strong relationships have been established with parents. They praise the childminder highly, feel confident in leaving their children with her, and exchange information about their children on a daily basis, both verbally and in writing. Parents have noticed improvements in their children's attitude to learning, and their speech and vocabulary, since they have been with the childminder and appreciate the wide range of activities that she provides.

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

The childminder supports children's learning and development well. She has a very good knowledge of childcare and plans activities that cover all the areas of learning. Children are engaged in well planned, purposeful play and exploration so that each child is offered an enjoyable and challenging experience.

Information from observation and assessment is used successfully to plan activities that are tailored to the needs and abilities of each child. For example, the childminder has noticed that young children enjoy putting objects in and taking them out of containers, and therefore includes a range of these activities to help them concentrate for long periods. Appropriate challenges are provided for children because the childminder analyses her observations and plans the next steps in their learning carefully. She delivers a good balance of adult-led and child-led activities that incorporate a range of learning styles. These include supporting their awareness of personal hygiene and an understanding of how germs are spread through activities such as, learning to clean their teeth.

Children are well fed and receive freshly cooked, well balanced meals. The childminder understands the importance of good nutrition. For example, children drink fruit juice through a straw, which prevents acid erosion of their teeth. They learn to make the links between the food they eat and where it comes from through activities that support their understanding, which includes helping to care for plants.

The childminder manages children's behaviour well and teaches them to think about the needs of others and to play safely. Young children learn to express their needs and emotions effectively, and appropriately use body language. The childminder helps children to understand the rules of her home by producing laminated posters using pictures to show them how to behave well and share their toys. She helps them to gain an understanding of dangers and how to stay safe through daily practise of road safety awareness.

Children have developed positive attitudes to learning and are highly involved in their play. For example, babies learn to think critically by engaging in messy activities, playing with toys that produce a result, and experimenting with treasure baskets, which helps them to become familiar with a range of natural materials. The childminder encourages children to play cooperatively. They have good

relationships with each other and with the childminder and are well settled in her care.

The childminder supports children's progress in communication well and promotes their interest in books through developing story sacks with them that cover a range of topics of their choice, such as pets and animals. The story sacks include suitable activities that promote children's interest in words and in story building. Children's problem solving skills are promoted through the use of technical toys, games with rules, jigsaws and a computer. They learn to count through number rhymes and songs, and recognise numbers, letters, days of the week and the weather using interactive posters.

Children learn about the differences in people through a wide range of resources and activities that support their awareness and help them to value such differences. Their understanding of the world is promoted effectively through learning about the environment, animals and insects, such as snails and worms. The childminder uses persona dolls to help children cope with difficult emotions, and provides a range of role play props to help them to express themselves.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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