

## Inspection report for early years provision

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<b>Unique reference number</b>	510375
<b>Inspection date</b>	02/10/2009
<b>Inspector</b>	Ann Webb
<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 1998. She lives with her husband in the Bolton area of Bradford in West Yorkshire. She works from her home with her daughter and her husband who are both assistants. The rooms used by children are the lounge, the conservatory, and a basement playroom. Toileting facilities are on the ground floor. The lounge is used as a bedroom for overnight care on the ground floor and the childminder's bedroom is on the same floor. The front entrance is used for entry which is accessed down several steps from the gate. There are household pets, a parrot, a budgerigar, two dogs and seven rabbits.

The childminder is registered to care for a maximum of six children at any one time, and, when a co-worker is present a maximum of twelve children. She is currently caring for 15 children on a full and part-time basis. The children are aged between one and twelve years. The childminder supports children with special educational needs and takes and collects children from a local school. Regular outings are undertaken to parks, a toddler group and to the library. This provision is registered by Ofsted on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Well established partnerships with parents, other professionals and providers enables the childminder to recognise and appropriately meet the individual care and learning needs of the children in her care. She creates an environment in which all children are included and make satisfactory progress in their learning. The childminder suitably maintains the improvement of her service and appropriately identifies areas for development through reflection of her practice, evaluation of children's progress and feedback from other professionals, parents and children.

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

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

- ensure that details in accident records and development profiles are maintained confidentially
- develop knowledge and understanding of how to use observations, assessment and planning systems to support children's learning
- maintain a record of existing injuries to children.

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

The childminder has an appropriate understanding of how to protect the children in her care. For example, she knows how to report any concerns in line with the Local Safeguarding Children Board procedures. However, she does not record existing injuries to the children. The childminder ensures that all areas used by the children are safe and all equipment and resources are suitable for the ages and abilities of the children. Appropriate risk assessments are in place and they detail how potential hazards to children, indoors and outdoors are minimized. Security and access to the premises is managed effectively and children are unable to leave the premises unaccompanied.

The childminder is beginning to use self evaluation to identify areas for development and to assess the strengths and weaknesses of the provision. She seeks feedback from parents and advisory workers to appropriately target where improvements can be made, for example, in observations of the children's progress. Since her last inspection the childminder has made the required improvements to documentation, obtaining parental signatures to administer medication and recording risk assessments. Additionally, she has updated her first aid certificate.

Partnerships with parents are well established with good systems to keep parents informed of their children's care and learning. For example, there are daily exchanges of information, displayed details of provision and sharing children's developmental progress. Links with other providers such as children's schools and nurseries ensure that the children receive a consistent approach to their individual care and learning needs. Most records and documentation are in place, they are mostly well organised and easily accessible, however, some records are not maintained confidentially.

The childminder makes appropriate use of incidental and spontaneous learning situations and responds instinctively to the children's individual interests, for example, when children want to play outdoors. She makes appropriate use of internal and external resources and creates an environment which is well maintained, welcoming, motivates the children to learn and recognises children's individuality. Overall, the children make satisfactory progress in their learning.

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

The children are motivated to learn and to explore their indoor and outdoor environment. During their everyday play they access a suitable range of resources which support all areas of learning, for example, construction, art and craft and role play. The children enjoy the opportunity to be with their friends and sit together to create their own drawing masterpieces. All children are confident to express themselves and appropriately join in with relaxed and informal conversations. They behave well and know their boundaries. The childminder uses

praise and encouragement to reward positive behaviour and ensures that the children understand what is expected of them.

The children feel safe and confident to take on some routine tasks, for example, clearing away their toys, selecting resources and making their needs known. They have a suitable understanding how to keep themselves safe, for example, following road safety advice whilst on outings and following instructions for use of equipment. During their everyday play the children learn how to work things out for themselves as they use a camera to take pictures and a cash register as part of a role play game. They spontaneously make marks and enjoy using crayons and pencils during art and craft play. Additionally, they use number for counting during songs and stories and during role play.

The childminder supports the children's learning through their play and she makes some observations of their progress. These observations are supported with written details, photographs and examples of the children's work. However, she is not yet confident to link her observations to the six areas of learning. The children develop an appropriate understanding of the society in which they live. They access resources which reflect a positive image of race, gender and disability and celebrate a range of festivals and traditions, such as Chinese New Year and Christmas. Through discussions and stories there are suitable opportunities to recognise, value and respect similarities and differences between themselves and others.

The children have a good understanding about being healthy and adopting healthy activities. For example, they have vegetables and fruit at snack and meal times and know that they need to wash their hands after toileting and after caring for pets. Additionally, they enjoy outdoor activities; riding small wheeled toys; racing cars up and down the drive, and walking to and from school.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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