

Inspection report for early years provision

Unique reference number	EY398733
Inspection date	02/03/2010
Inspector	Melissa Louise Patel

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.

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Description of the childminding

The childminder lives with her partner and two children aged five and two years old, in the Eccleshill area of Bradford in West Yorkshire. The through lounge and dining room is used for children with toileting facilities on the first floor. The two children's bedrooms on the first floor are used for sleeping, and to choose additional toys to use. The front door is used for access to the home, and there is one step. There is an enclosed garden available for outdoor play and the family have a dog.

The childminder is registered to care for a maximum of four children at any one time. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children under five years of age. The childminder has links with other early years provisions where children also attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Early Years Foundation Stage is promoted appropriately, ensuring children experience an appropriate range of activities indoors and outdoors that support their progress across the areas of learning. However, the observations are not yet used fully to extend children's learning. Children are able to investigate the environment indoors and outdoors and stay safe. Partnership working with parents, and other early years provisions where children also attend works appropriately overall in supporting children's development. Suitable evaluation drives improvement, and secures some positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of observations to extend children's next steps in learning
- extend the arrangement of print in the environment to further support children's individual learning needs
- encourage parents to contribute to their child's development profiles to promote progress.

The effectiveness of leadership and management of the early years provision

There are good safeguarding procedures in place to protect children, supporting their welfare, and children are learning how to stay safe through daily routines. The environment of the home indoors and outdoors is maintained well to promote children's health and well-being. Records of risk assessments are detailed and help identify and reduce risks. The space and resources in the home are arranged

generally well to support children's learning and development. The childminder supports equality and diversity appropriately, through ensuring some suitable resources to help children learn positively about the differences in people, and further plans are developing to extend activities to help children develop their knowledge in this area. Systems in place to support children's learning are developing generally well overall, although observations are not yet used fully to maximise support to children.

The childminder helps the children she cares for through liaising regularly with the parents. For example, information is gathered regarding children's individual routines and what they are capable of doing. Policies and procedures are accessible to parents, supporting children's welfare appropriately and keeping parents informed of how the provision operates. The children's development profiles are available for parents to view. However, parents have not yet been asked to make comments on these files to extend children's learning. The childminder has established useful links with other provisions where children attend, to support children's transition from one setting to another. However, systems to support children's learning and to complement what children learn at other settings is not yet fully maximised, although there are plans in place to develop this area of the provision.

The childminder makes use of some simple written evaluation to monitor the progress of her setting. She uses the Early Years Foundation Stage documents to help her meet requirements and reflect suitably on her practice. This impacts satisfactorily on her ability to maintain continuous improvement, and therefore children's learning and welfare is supported appropriately. This is the first inspection since the childminder was registered in October 2009. The childminder has ensured she has completed an appropriate first aid training course, developed systems appropriately with regard to promoting children's learning and development, and is continuing to extend the use of observations of children to support them. These improvements promote children's welfare and learning.

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

Children experience an appropriate range of activities to help them progress towards the early learning goals. For example, they are developing confidence as they receive praise and reassurance from the childminder during activities, supporting their emotional well-being well. Children are appropriately included in activities together promoting social skills. They are developing counting skills and starting to recognise numerals through activities, such as games. Children are learning early writing skills as they use chalks and marker pens. They access books and listen to stories.

The arrangement of the environment supports children's learning generally well. For example, resources are arranged at a low level helping children select resources easily, and offering children choice. There is suitable labelling in the environment through posters, such as number charts, and alphabet charts and some words on resource boxes. However, some more meaningful print to further

support children whom are currently learning to recognise their name is not yet maximised. For example, through the use of name labels on individual coat pegs and drink bottles.

The planning, observation and assessments systems in place to support children's individuality are suitable overall. For example, useful information is obtained from parents to help the childminder plan for children's individual needs, such as, if they can dress themselves and what activities they like. Child development files demonstrate a suitable range of activities that children participate in across the areas of learning to support them. Observations are starting to be used to help children progress further, but they are not yet fully developed to extend support to children towards the early learning goals.

Children are developing a sound understanding about the wider world and diverse communities, through using resources which are accessible and portray people from varying backgrounds positively. For example, children use books and they are starting to celebrate festivals, such as the Chinese New Year. This helps children learn to value the differences in people.

Children behave safely in the setting and they respond happily towards the childminder. For example, they join in activities and ask questions. Children are learning to keep themselves safe through practicing road safety when on outings, and through gentle reminders as they move around the environment indoors and outdoors. Children are helped to stay healthy effectively, because they are cared for in an environment which is hygienically maintained. They are learning how to minimise the spread of germs through being asked to frequently wash their hands and through using sanitizer gels. Children eat fresh foods made in the home daily. For example, they enjoy snacks, such as fruit, dips and breadsticks. They eat meals, such as, cottage pie, Lasagne, sandwiches with healthy filling options and lots of vegetables. Children are encouraged to keep active by playing outdoors regularly, where they receive fresh air while using their physical skills to control sit and ride-on toys. Children also enjoy activities filling and emptying different size containers in the sandpit whilst outdoors. They are also starting to learn about size during this activity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	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