

Inspection report for early years provision

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Inspection date	04/06/2010
Inspector	Shazaad Arshad
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 was registered in 1986. She lives with her husband and her adult brother in the Eccleshill area of Bradford. The children have access to the ground floor living room, hall, dining room and toilet facilities at the same level. There is a fully enclosed garden to the rear of the property for outdoor play. There are three places for children in the early years age group. The childminder also offers three places for children aged from six years old to seven years old before and after school. This provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. Currently, she has nine children on roll and of these three are in the early years age range.

The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very experienced and thoroughly enjoys her work. She is very enthusiastic and is committed to providing good care to children. She provides the children with a homely environment and understands the children's individual needs very well. She works closely with the parents and has a clear understanding of the need to liaise with others for the benefit of the children in her care. She effectively supports their learning and they make good progress. The childminder has a good understanding of how she wishes to bring about further improvements to the provision and outcomes for children. Inclusive practice is fully promoted and systems of evaluation are currently being developed further.

What steps need to be taken to improve provision further?

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

- further develop the systems of observing and assessing children's achievements across the Early Years Foundation Stage framework to clearly identify their next steps of development
- further develop the systems of self-evaluation to ensure all aspects of the provision are reviewed and monitored to support aims for ongoing improvements
- further develop knowledge of the latest Local Safeguarding Children Board procedures.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded sufficiently as the childminder has sufficient knowledge of child protection issues. She has written information available to help her in managing any concerns that may arise and she is developing her knowledge further, through plans to attend further training on safeguarding. The childminder has updated all her documentation in line with the Early Years Foundation Stage. All the relevant policies and procedures are reviewed, updated and shared with parents, which promotes effective communication links. Friendly and professional relationships are formed with parents, which contributes to children feeling secure in the childminder's care. She keeps parents very well informed of their child's activities through verbal discussions, 'all about me' profiles and a range of photographic evidence of children at play. The childminder involves the parents, as she values their views. Parents comment highly about her service in cards sent to her and one parent's comment was 'they have come on so much over the last few months with your care and love'. Information is shared on children's individual routines and the organisation of the childminder's practice supports these well. The childminder acts on the parents' feedback and ensures children's continuity of care is well maintained.

The childminder has successfully completed all the previous recommendations. She has improved her documentation on the complaints procedure and the accident records. She is committed to making continual improvements to support children's well-being and continues to attend regular training. For example, she has completed short courses on story sack, 'Every Child a Talker' training awareness, information, communication and technology, treasure baskets and assessments. She has also attended training on self-evaluation and reviews the effectiveness of her provision, which helps to enhance the care she offers and as a result, promotes better outcomes for children. There are also plans to develop the outside garden into a sensory area with the aid of grant monies from the local authority. Systems for liaison with other providers that children attend are currently being developed. Resources are used effectively to support children's needs. Play areas are organised to provide sufficient space for children to move around comfortably. Children's individuality is clearly recognised and promoted with a positive approach. All children have equal access to all activities regardless of gender or background. The childminder recognises the uniqueness of every child and provides a supportive environment that enables them to gain a sense of belonging as they learn.

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

Children develop a good understanding about keeping safe, as they learn about road safety and other hazards, such as being careful in the home and for example, not throwing toys as they may hurt others. Clear consideration has been given to safety in the home and risk assessments are in place, with daily checks completed to ensure play areas remain safe. They evidently feel safe at the setting as they

are industrious, moving around freely and they actively participate in independent play or as they engage with peers. Children's good health is promoted extremely well. They are encouraged to have a healthy lifestyle through regular walks and enjoyable physical play activities, such as a trip to a local park, where they are supported in climbing safely on appropriate play equipment. This helps them to use up their energy while having fun. Children know why it is important to wash hands, following stringent routines and benefiting from sound procedures for nappy changing. All of the resources are clean and well maintained. Parents provide all foods to children and the childminder. The childminder encourages healthy eating at all times and ensures they have fruit and regular drinks, which ensures they are well nourished and hydrated. She has recently introduced a five fruit jelly, so that children are able to have the nourishment of different fruit in one snack. Also, children are developing their wider understanding of foods and where food comes from through planting and tasting sessions, for example children have grown their own vegetables, strawberries and pumpkins. Children have also tasted food from other countries, including Chinese type snacks such as fortune cookies. Children's behaviour is very good at the setting, as they respond to positive techniques used such as discussion, distraction and time out to think if required. Children receive a lot of praise and encouragement, which develops self-esteem and a sense of belonging and through discussion, they begin to learn the effect their behaviour has on others. Manners are successfully encouraged, contributing to children developing important social skills and being a positive member of society.

Children enjoy their play and a good variety of clean, colourful and age appropriate toys and resources are available. These are effectively organised to provide easy accessibility for children. This supports their independent choice and encourages their exploration in play. The childminder has a good understanding of how young children develop and learn. Children are relaxed and receive good levels of individual attention and emotional support from the childminder. They are helped to begin to learn skills that will help them in future life, for example she encourages them to develop their interests in insects and life cycles as they take part in activities around butterflies and frogs. Children develop their knowledge of the wider world as they choose from flash cards for places to visit, including parks, museums, pet shops and farms. Children enjoy participating in simple board games and stories. The childminder develops their interest in early communication and interacts with them by asking questions. They respond well by babbling to her and then giggling. They look at books, explore by touch and are very happy, as the toys make different sounds. Activities provided for children are based on their interests which supports their development well, although observations of their play are not yet clearly linked to the Early Years Foundation Stage, to help in identifying their next steps in all areas of their learning. Overall, the childminder is very caring, committed and experienced and children feel thoroughly settled in her care.

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	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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