

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415099
<b>Inspection date</b>	21/06/2011
<b>Inspector</b>	Abigail Cunningham
<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with her partner and two children aged eight-years-old and six-months-old in Allerton, Bradford, West Yorkshire. The whole of the ground floor is used for childminding purposes along with a first floor bathroom. There is an enclosed garden available for outside play.

The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage, all of whom attend on a part-time basis. There were no children present during the inspection.

The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a Council for Awards in Children's Care and Education (CACHE) Level 3 Certificate in Home-based Childcare and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Self-evaluation is effective in identifying key areas for development and the childminder is able to demonstrate how she has worked hard to make improvements to her provision. As a result, she is meeting all of the requirements and makes sure that the children's individual needs are fully met. The children are kept safe at all times and enjoy finding out about their local community and the natural world. They are making satisfactory progress, given their age, ability and starting points.

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

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

- increase opportunities for children to gain an awareness of other cultures
- ensure parents are involved in the self-evaluation process
- encourage parents to add their comments and observations to their child's development record.

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

Safeguarding procedures are good and all the required checks have been carried out on the childminder and her partner. The childminder has a child protection

policy in place, which is shared with the parents. She has completed safeguarding children training as part of her childminder registration course. As a result, the childminder knows to record any concerns and seek advice where necessary. She has previous experience liaising with external agencies. Written risk assessments have been undertaken and reviewed. Positive steps have been taken to keep the children safe, for example, fire guards are in place to prevent children accessing the fire and television stand.

The childminder is committed to developing her practice and has attended many relevant courses, such as Early Years Foundation Stage training. Self-evaluation is undertaken by childminder, who has clear priorities in place for future improvements. For example, these include increasing toys and resources, to further promote all areas of learning. However, the parents are not currently involved in the self-evaluation process.

The childminder has initial meetings with parents and shares her policies, procedures and training certificates with them. She also asks parents to complete an 'all about me' form and finds out about the children's individual needs, interests and routines to enable her to provide personalised care. The parents are informed about the children's care and achievements, through the completion of individual development records and daily discussions with the childminder. However, parents are not adding their comments or observations to their child's record.

Currently, none of the children attend other early years settings. Through discussion, the childminder demonstrates the ability to develop effective links to support continuity and consistency in learning when necessary. For example, she plans to introduce herself to the other practitioners and share the children's development records.

The children are taken to a local toddler group to improve their social skill. They also have access to an adequate range of resources which reflect positive images of diversity, such as books, jigsaws and play figures. However, they have limited opportunities to gain an awareness of other cultures.

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

Evidence suggests that the children have regular opportunities to play in the childminder's garden and visit the park. The children's development records show, that they like to play on the climbing frame and rocking horses. They also have great fun singing and dancing along to their favourite pop songs. As a result, they are developing a positive attitude to exercise. The menu is displayed for parents to see and meals, such as spaghetti bolognese are offered to the children. The childminder explained that young children independently access drinks; they help to set the table for meals and are enthusiastic about baking.

Appropriate fire detection and control equipment is in place, such as a fire blanket. Documentation shows that the children learn to keep themselves safe because the

childminder has devised and practised the fire evacuation procedure with them. The childminder explained, that on outings young children wear reins and the childminder shows them how to cross roads safely.

Documentation shows that the system for assessing and recording the children's development identifies the children's achievements and next steps. Monitoring systems are also in place, which demonstrates that the children are making satisfactory progress in their learning and development. Simple activity planning focuses on children's individual needs and interests.

The children's development records show that young children enjoy making marks with paint dabbers and chalks. These also indicate that they are beginning to recognise and name primary colours, such as red. Photographs show that the children like playing with messy activities such as sand and water. Written observations suggest that young children join in with their favourite action songs, such as 'twinkle, twinkle little star' and 'wind your bobbin up'. They also show that they are taken out on nature walks and to feed the ducks. Therefore, they have regular opportunities to learn about the local community and the natural world. The childminder explained that young children are interested in playing with toys and looking at books which contain animals. That the children make connections and extend their vocabulary, for instance, they learn different animal names and sounds.

The childminder explained that she consistently gives the children lots of praise and encouragement. As a result, the children cooperate with routines and can use good manners when prompted to do so, such as 'please' and 'thank you'.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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