

Inspection report for early years provision

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Inspection date 06/09/2011
Inspector Mr Rasmik Parmar

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 2011 and she lives with her husband and three children in two semi-detached houses that are linked together on the first floor in Bradford, West Yorkshire. The whole of the ground floor of one house and the bathroom on the first floor are available to children. There is an enclosed garden available for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age group and no more than one may be under one year. She is currently caring for three children in the early years age group and one child over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure in the childminder's welcoming home. The childminder works closely in partnership with parents to meet the individual needs of each child. Children are making good progress in their learning and development. The childminder has effective systems to reflect on her practice and maintain continuous improvement, promoting better outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation to take into consideration the views of parents and children.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her duty to safeguard the children in her care. All family members have been suitably checked and she has effective contingency plans in place to ensure children are cared for by a suitable person in the event of an emergency. She has good knowledge of the signs and symptoms that would alert her if she had concerns about a child in her care. Robust risk assessments covering all areas of the home and outings ensure risks to children are successfully identified and minimised.

Children are effectively supported to be included within all aspects of the provision. Their individual home backgrounds, languages and cultures are valued by the childminder as resources and activities help to promote a positive approach towards diversity and inclusion. She makes good use of resources, both inside and outside her home, to provide a stimulating range of experiences for children.

Successful partnerships with parents are established as they are fully informed about all aspects of their children's care and progress. The childminder has effective systems to gather information from parents about their children's starting points prior to them joining the provision. This further supports the effective planning used for their individual learning. Parents are encouraged to offer information about their children's routines and care at home. This enables the childminder to confidently follow individual routines, provide familiar play experiences and include children's interests and toys in their daily play. Parents are kept well informed about their children's care and learning through daily discussion and sharing the assessment records. They are informed about their child's progress through quarterly summary assessments and when the childminder tracks their child's progress towards the early learning goals every term. The childminder has a clear set of policies and procedures that underpin her good practice and these are shared with parents.

Children are solely cared for by the childminder, who is aware that she should share information about the child's learning and development with other carers who may be involved if there was shared care.

The childminder has effective systems in place for self-evaluation. She makes good use of reflective practice on a day-to-day basis and prepares the learning environment to benefit all children. However, the views of parents and children are not yet taken into consideration as part of improving the service. She receives visits from the local authority, who monitor her provision and help to raise standards. All this contributes to a continuously improving environment for the benefit of children.

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

The childminder provides children with a very stimulating environment that is conducive to learning. Children feel valued and safe as she interacts very closely with them, ensuring that they are fully supported in their learning and development. Successful planning and careful observation and assessment of children's learning and development result in positive outcomes for all children. Consequently, children are engaged and making good progress in their individual learning and development. The childminder knows children well and makes effective use of activities to help them learn new skills and to prepare them for new experiences.

The childminder reads stories to the children and they sing familiar songs. She takes opportunities during play to encourage colour and shape recognition and counting skills. Children are learning to recognise letters, shapes and sounds

during their play. They enjoy their time with the childminder and they have fun selecting toys from age-appropriate resources set out at their level, both in the house and in the garden. They enjoy dressing up and playing in the home corner. Children are beginning to develop their vocabulary and show confidence as they communicate with the childminder during their play. The childminder is skilled at interpreting children's emerging language. She encourages their language through talking and repeating words. The childminder provides resources that enable children to learn how things work as they activate buttons on toys that make sounds. Children learn about and use numbers in their play. They count objects and are beginning to identify quantities and the concepts of more or less than.

Children are actively encouraged to develop an understanding of how to stay safe as the childminder constantly teaches them about road safety and safety in the home. During outings, children are always in very close proximity of the childminder and they learn about the importance of 'stranger danger'.

The childminder helps children to follow good personal hygiene routines, encouraging them to wash their hands independently and using paper towels to dry their hands. She follows good practice when changing nappies and ensures all surfaces are disinfected.

Meals are freshly prepared, varied and nutritionally well balanced. Children eat foods from a variety of cultures, such as, pizzas, fajitas, curry and spaghetti bolognese, as part of broadening their awareness of the wider world. The childminder is fully aware of children's specific dietary requirements. Children are provided with fresh fruit between meals and additional drinks to ensure that they remain hydrated throughout the day.

Children develop a wide range of physical skills when they engage in robust physical play outdoors. They enjoy fresh air and daily exercise outdoors, and experience all types of weather as waterproof clothing is available. They engage in activities using the parachute and ball, painting on a large scale, puzzles and digging for mini-beasts. They are taken on regular outings to the park to watch the squirrels, feed the ducks and collect twigs and leaves.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	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

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