

Inspection report for early years provision

Unique reference number	EY426594
Inspection date	21/11/2011
Inspector	Melissa Patel

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 May 2011. She lives with her husband, four adult children and 12 year old grandchild. They live in the Heaton area of Bradford, in West Yorkshire. The childminder co-minds with her two daughters. The whole of the ground floor is used for childminding purposes along with a first floor bathroom and children have access to a fully enclosed rear garden for outdoor play. Local amenities include parks, schools, nurseries and a library. Shops and public transport links are close by. The premises are accessed by a small number of steps.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom, three may be in the early years age group. When co-minding with another childminder, she may care for a maximum of 12 children under eight years, of whom, six may be in the early years age range. The childminder is currently caring for three children under eight years of whom, three are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Early Years Foundation Stage is promoted appropriately overall, ensuring children have fun in a safe environment, indoors and outdoors. Children develop well with their learning overall, according to the time spent at the setting, however, the observations of children are not yet maximised, to fully extend children's next steps in their learning. Partnerships with parents are good overall, in supporting children's overall welfare. Partnerships with other provisions where children also attend work appropriately, however, this is not yet fully extended to clearly compliment children's on-going progression. Monitoring systems promote suitable on-going continuous improvement overall and therefore, there are 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:

- extend the use of observations to fully inform planning a child's next steps in their developmental progress across all areas of learning
- extend challenges and novelty to children's physical play outdoors
- extend partnership working with other settings where children also attend to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

Suitable safeguarding systems are in place to keep children protected, supporting their welfare. For example, the childminder understands her role appropriately in keeping children safe from harm. A suitable safeguarding policy is in place and the childminder has completed some safeguarding training. The home environment is well maintained inside and outdoors to keep children safe. Written procedures are maintained appropriately to support children's well-being, such as, gaining emergency medical consent from parents. The organisation of space and availability of good quality resources in the home supports children's learning and development well, overall. Equality and diversity is promoted well through the childminder gaining appropriate information regarding the children being cared for. This supports children's individual needs and there are some good quality resources available to help children learn about the diversity in people positively.

Partnerships with parents work well in supporting children. For example, the policies and procedures are readily available and shared with parents. Useful information is gathered from parents before children start the provision to support their well-being. A simple questionnaire is used to gather the views of parents regarding the operation of the provision and parents have access to the children's learning profiles. Parents sign the end of month settling in plan and a daily diary is shared. The childminder has established some links with other provisions where children also attend to support children's overall welfare appropriately, although, these systems are not yet fully developed to provide on-going continuity in children's learning progress.

The childminder has started to use written evaluation to monitor and evaluate the progress of her childminding provision, in conjunction with her co-childminder and the Early Years Foundation Stage documents are regularly referred to. This helps her maintain appropriate on-going continuous improvement for the children in the future. This is the childminder's first inspection since she was registered and together with her co-childminder, she has made some positive improvements. For example, a fence has been built outdoors to ensure children do not trip over the low wall, low level glass has been covered with safety film and the lock on the ground floor bathroom toilet has been lifted to ensure children can't get locked in. In addition, a daily diary and questionnaire has been introduced to work more closely with parents to support children and a visitors book has been put into place. These developments support children's welfare well.

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

Children are developing well overall, in relation to their starting points and time spent at the provision. For example, children develop their skills of mobility well indoors, through appropriate encouragement from the childminder and there is a lot of space indoors to enable children to move around freely. They are developing communication skills appropriately through the childminder using language

consistently. Resources are of a good quality and organised to enable children to develop independence skills well. Children behave appropriately, for example, they happily indicate their choices during their play and they stay close to the childminder often smiling. Children are learning effective safety routines, such as, practising the fire evacuation procedure. Children enjoy exploring toys that they have to work out how to operate and they listen to the sounds the toys make and like to explore books. Children have opportunities to enjoy exploring paint and different textures and materials and they are starting to learn about size and space well, as they fill and empty different sized containers.

The childminder has a suitable knowledge overall, of the learning and development requirements, to support children's progress. The childminder can explain how she is observing children and making plans to extend skills, such as, physical skills, counting and colour recognition. However, these plans although, developing appropriately, are not yet used to fully maximise planning the next steps in children's development across all the aspects under the areas of learning and to therefore fully demonstrate how children's progress is monitored and to provide additional clarity for parents with regard to on-going progression.

Children are starting to learn about diverse communities and the wider world through using resources, which portray people from a range of backgrounds positively. For example, children use good quality books and diverse dressing-up costumes and materials. Different language text is available to support children who are learning other languages as well as English and the environment is welcoming to all children. The childminder has a good knowledge overall, of the needs of the children whom attend the setting.

Children stay healthy appropriately, as they are cared for in an environment which is hygienically maintained. They follow suitable hygiene routines, such as, washing their hands and they eat healthy snacks, such as, grapes and bananas. Main meals consist of foods they enjoy, such as, fish fingers or pasta and they freely access drinks, such as, water. Children keep suitably active in the fresh air by going on walks and they can play in the garden, for example, they can use the small swing and play with balls. However, the outdoor environment does not yet present challenges and novelty to children's physical play to maximise their learning opportunities, although, at times children do go to indoor play centres to explore large physical skills appropriately.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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

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