

Inspection report for early years provision

Unique reference number	EY426603
Inspection date	21/11/2011
Inspector	Melissa 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 was registered in May 2011. She lives with her parents, three adult siblings and her 12 year old child in the Heaton area of Bradford, in West Yorkshire. The childminder c-minds with her mother and sister. The whole of the ground floor is used for childminding purposes, along with a first floor bathroom. 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 group. The childminder is currently caring three children under eight years of whom three children are in the early years age range. The childminder is a member of the National Childminding Association.

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, keeping children safe. Children progress well overall, across the areas of learning, according to their individual starting points, although, the use of observations to plan fully for children's individual learning priorities are not yet maximised. Partnerships with parents works well in promoting children's welfare overall. The childminder understands her role suitably with regard to partnership working with other provisions where children attend, however, these systems are not yet maximised for continuity in children's learning progression. Monitoring systems promote appropriate progress of the provision 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 with children's learning.

The effectiveness of leadership and management of the early years provision

Appropriate safeguarding systems are in place to keep children protected, supporting their well-being. For example, the childminder understands whom to contact if concerned about a child and she has completed some on-line safeguarding training. Children are supervised well and the record of risk assessments are used appropriately to keep children secure indoors, outdoors and on outings. Written procedures are suitably maintained to support children's welfare appropriately, such as, obtaining permissions from parents for outings and transport in a vehicle. The organisation of space in the home supports children's learning and development well overall and resources are of good quality. The childminder supports equality and diversity through supporting each child's individual needs well and by ensuring that there are some good resources and activities to help children learn positive messages about the diversity in people.

The childminder, in conjunction with her co-childminder, has started to implement some written evaluation to monitor the development of the provision and she uses the Early Years Foundation Stage documents to help her make plans to maintain appropriate on-going continuous improvement. This is the childminder's first inspection since she was registered and together with her co-childminder, has made some positive developments. 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 moved to ensure children can't get locked in. In addition, a daily diary and questionnaire for parents has been introduced, to develop systems to support partnership with the parents and a signing in visitors book has been put into place. These developments support children's welfare well.

The childminder works well with parents to support the children she cares for through liaising regularly with them. For example, there is regular on-going information shared regarding the children's individual routines, including some useful information collated regarding children's likes and dislikes, to support their well-being. Policies and procedures are readily available to parents and support children's welfare appropriately. Parents can discuss and view their children's learning records and this system is in progress to extend opportunities for parents to contribute to their children's learning and development progress. Links are being established 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 quality and standards of the early years provision and outcomes for children

Children enjoy their time and overall, develop well with their learning according to their starting points and time spent at the provision. They show independence as they indicate their preference of activities in the provision, such as, their wish to sit on the small sit and ride-on car. Children are developing their large physical skills

well indoors as they carry out these activities and they progress well with skills, such as, walking. They make other choices through accessing a good range of quality resources that are organised effectively overall. Children enjoy listening to sounds and show an interest in toys that need to be pressed, twisted and turned to operate. They are learning to communicate appropriately through singing activities and regular consistent language used by the childminder. Children are learning about shape and size well, as they fill and empty different size pans. They enjoy being creative, collecting leaves outdoors and making pictures.

Children behave safely in the environment, supported by the childminder who supervises children well. Children respond to the childminder appropriately, such as, joining in activities and smiling through enjoyment. The observation systems are implemented appropriately overall, to support children's learning and development. For example, through taking account of children's starting points and through observation, plans are starting to be put into place to help children extend their skills, such as, physical, creative and mark-making skills appropriately. However, these plans although, developing suitably, are not yet used to 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 stay healthy appropriately as they can explore a clean and hygienic environment. Suitable hygiene routines are encouraged, such as, the washing of hands. Children eat a range of healthy snacks, for example, grapes and bananas are offered. They eat main meals that they enjoy and that parents approve of, such as, pasta and fish fingers and children have regular drinks, such as, water. Children are starting to learn the benefits of a healthy life appropriately through fresh air and exercise in the garden and on outings. However, the organisation of the outdoor play space in the garden does not yet present challenges and novelty to children's physical play, to maximise their learning opportunities. However, at times children do go to indoor play centres to extend their physical skills appropriately.

Children are starting to learn about diverse communities and their lifestyles well, because the childminder enables children to use resources which are easily accessible and portray people from a range of backgrounds positively. For example, children use diverse dressing-up costumes, materials and books. Varied language text is available to support the individuality of children whom attend the provision and to value and support diversity. In addition, children go on outings in to the community. Children are learning about how to keep themselves safe through routines, such as, crossing roads on outings, and practicing the fire evacuation procedure.

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