

## Inspection report for early years provision

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<b>Unique reference number</b>	EY402757
<b>Inspection date</b>	23/01/2012
<b>Inspector</b>	Geoff Dorrity
<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 2009. She works from the home of her mother and father, who are also registered childminders, in the Eldwick area of Bradford, West Yorkshire. They collectively have joint responsibility for all aspects of the childminding, but have individual responsibility for individual children. The whole of the ground floor is used for childminding purposes. Additional toileting facilities are available on the first floor along with two bedrooms, which are used for sleeping young children during the day. Local amenities, include parks, libraries, schools and nurseries and the premises are close to transport links. Children have use of an enclosed garden for outdoor play. The family has three dogs, which are kept entirely separate from the children.

The childminder is registered to care for a maximum of five children under eight years, of these, not more than two may be in the early years age group and of these, not more than one may be under one year at any one time. When jointly childminding with other childminders at the above premises, they may care for a total of no more than 12 children under eight years; of these, not more than five may be in the early years age group and of these, not more than two may be under one year at any one time. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. Children attend a variety of sessions during the week.

The childminder collects children from local schools and attends a range of groups throughout the week. She is a member of the Bradford Childminding Network and the National Childminding Association.

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

Overall the quality of the provision is good.

Children make good progress because they are provided with high quality care and learning in an overall positive environment. The childminder regularly reviews her provision and practice and makes improvements based on this. Generally, good professional relationships with parents and other provisions provide children with a consistency, which assures their protection and supports their learning. All children are included well. A particular strength observed at the time of the inspection was the secure relationship and strong attachment shown towards the childminder.

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

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

- improve the quality of assessment of the early learning goals through further developing a recording system, which more clearly identifies the next steps in

- learning
- enhance parental involvement by supporting them to extend their child's learning through developing the daily diaries.

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

Children are safeguarded well. Risk assessments and daily checks on the environments used by children help to keep them safe. The childminder is aware of her responsibilities to act upon any concerns she may have about children in her care. Policies are written and shared with parents. Therefore, parents understand about the procedures, which help to protect their children's safety and enhance their well-being. Children's records are maintained effectively. Medication and accident records are completed appropriately. The childminder makes parents aware of the role of Ofsted as the regulator and displays her certificate of registration.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well-organised and accessible to the children. She uses a range of observations and photographs to track children's development as they move towards the early learning goals. These are used to plan for individuals. However, these records are not clearly organised to further improve the good progress that children already make.

The childminder has created a welcoming environment. Children are settled and happy. She understands individual children's needs, starting points and backgrounds. Consequently, outcomes for children are good.

Effective partnerships with school and pre-school are established. The childminder ensures liaison with other providers where children have shared learning and care. She attends the local childminder group and children's centres enabling her to constantly improve her practice.

Parents are positive about the care their children receive. Their views are listened to and there is an effective daily exchange of information. For example, monthly menu sheets are now sent home, so that parents do not duplicate meals. However, there are fewer opportunities for parental involvement in supporting their child's learning.

The childminder evaluates the success of her provision. She identifies and acts upon any areas of weakness to enhance the outcomes for the children she cares for. She is pro-active in updating her training appropriately, which helps to promote her continuous improvement.

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

The extent to which children feel safe is good. Children are confident in exploring their surroundings and clearly enjoy finding out what they can do. This is because the childminder and children develop strong attachments. There are well-established routines. Regular fire drills and risk assessments are undertaken. This means that children feel happy, safe and secure and they react positively to activities.

Children are well-supported to adopt healthy lifestyles. Their individual dietary requirements are catered for. Healthy snacks and meals are provided. The children follow healthy routines, such as washing hands and tooth brushing. They grow vegetables to taste and cook. At the children's suggestion, the local park and recreation area is used to extend access to physical activity. This means that the children understand the importance of personal hygiene, healthy diets and physical exercise.

The children make good progress in relation to their starting points and are active learners. The childminder uses observations to plan for individual children and understands their current interests, their likes and dislikes. There is an effective balance of child-initiated and adult-led play. Children freely access such things as mark making, treasure boxes and large equipment. All areas of learning are provided for, which ensures that the environment is conducive to learning. A range of activities are provided. When snowing, children are taken tobogganing in the countryside. Trips to the zoo, farm and helicopter air sea rescue are arranged to promote knowledge and understanding of the world. Children have fun. They enjoy messy and creative play, for example, when making murals. They are developing an understanding about their environment. They observe changes when recycling vegetable matter through the wormery and using the resulting soil to grow in the garden. Therefore, children are making steady progress towards the early learning goals in all six areas of learning.

Children are well-behaved. They are confident and show good levels of self-esteem. They communicate well. They are inquisitive and independent learners. Consequently, they are developing skills to use in their future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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