

Inspection report for early years provision

Unique reference number	302091
Inspection date	25/03/2009
Inspector	Melissa Louise Patel
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered as a childminder since the early 1980's. She lives with her husband and one adult child. They live in a detached property in the Heaton area of Bradford. The rooms used for the childminding include the whole of the ground floor, consisting of the lounge, front room, hall and kitchen. There is access to the bathroom on the first floor and there is a large enclosed garden at the rear of the property. The childminder lives within walking distance of schools, parks and shops. She is registered to care for six children included on the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered to care for children on the voluntary part of the Childcare Register. She is registered to work with an assistant, but is not currently working with one. The childminder is currently caring for three children on the Early Years Register, two children on the compulsory part of the Childcare Register and two children on the voluntary part of the Childcare Register on a full and part-time basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder promotes the Early Years Foundation Stage effectively for children, ensuring that they are included well and their individual needs are met. Children develop well in their learning overall as the childminder identifies clear priorities to help them progress. Partnership working with parents ensures consistency is promoted with regard to children's welfare and learning. Good use is made of evaluation systems to promote 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:

- develop children's understanding that words have meaning through extending labelling around the environment
- record the practice of the evacuation procedure.

The leadership and management of the early years provision

The childminder's home is arranged effectively overall to help children explore indoors and outdoors and stay safe. For example, children investigate varied resources that are in good condition and stored appropriately. Policies and procedures support the children's welfare. For example, robust risk assessments ensure regular checks are made to keep children safeguarded. Fire evacuation procedures are practised regularly. However, there is no written record kept to fully support this procedure for children. Systems to support children's learning progress are effective in identifying what children know and how to help them progress.

The childminder has evaluated the service she provides, to make positive improvements to support children. For example, new resources to support diversity and inclusive practice are available, and are used well to help children form positive views about the differences in people. The childminder has attended a range of training courses to support the implementation of the Early Years Foundation Stage. Systems to support children's safety have been improved by introducing an incident record and attending a course on safeguarding children. In addition, children's health and hygiene practice is effective through the childminder ensuring regular routines are carried out to support children's good health, such as teeth cleaning and hand washing.

The childminder supports partnership working with parents well. For example, there are good systems in place to ensure information regarding children's routines, learning and welfare is shared, to promote children's progress and to support their well-being. Policies and procedures are available, and parents contribute to their child's learning and development records aiding with plans to further support children's overall development.

The quality and standards of the early years provision

Children receive varied opportunities to help them progress well towards the early learning goals. The childminder helps children learn by including them in activities that are suited to their individual stage of development. For example, children excitedly experiment with the camera pressing buttons and taking pictures, starting to develop their knowledge of how objects work. They practise their counting skills regularly during activities, such as whilst drawing buttons on to the cut out of their own body shape and through looking at books and listening to stories. Children develop their language and communication skills effectively as they answer questions about the story and actively join in, enjoying the experience. Children's emotional well-being is supported very well as the childminder praises children frequently through daily routines and activities, such as taking responsibility for setting up the small table for snack with some support. The environment is organised well overall to support children's learning. For example, they can choose from good quality resources that are set out for them. However, although there is some print around the room, it is currently not arranged to fully extend children's understanding that words have meaning.

Observations and assessments of what children can do and how to extend their learning is effective in helping them progress, and records are kept to support and monitor children's progress across the six areas of learning. For example, children that recognise certain numbers frequently practice them, and plans are made to extend their knowledge on numbers and grouping numbers together through activities, such as games. Children whom attempt to fit jigsaws together are given further chances to practice and extend these skills. Parents have frequent access to their child's file and make contributions to them, supporting inclusive practice and helping support children's learning and development progress. For example, the parents and childminder work together to develop counting skills.

Children behave well, responding appropriately to the childminder's request to help put out the table and to say please and thank you. Children are welcomed in the environment which is inclusive to all children. They are starting to learn effectively about diversity through conversation. For example, using toy figures the childminder discusses why a lady is in a wheel chair. She asks them questions to ascertain their views and understanding. Posters and pictures of people in the environment promote positive images of cultural differences and disability. Books are readily available in dual language to support children whom have knowledge of other languages. In addition, children are learning about the wider world and local communities. For example, they visit a local school to watch and join in their celebrations for the Chinese New Year.

Children are learning to keep themselves safe whilst they explore the environment. For example, they are encouraged to sit down whilst eating and to sit carefully on the chair. In addition, children are learning the importance of fire safety through practice and the importance of road safety whilst on outings. Children eat healthy foods, such as fruit, tuna pasta and casseroles. Healthy eating posters are displayed encouraging healthy eating and there are also posters displayed promoting caring for your teeth, which children are encouraged to do, by cleaning them whilst at the childminder's. Children are helped to understand the importance of fresh air and exercise outdoors to keep them healthy, where they can enjoy themselves whilst developing their gross physical skills. For example, they walk, climb, control sit and ride on toys, and plant seeds.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.