

Inspection report for early years provision

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Inspection date	23/07/2010
Inspector	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 1994. She lives with her husband, one adult child and one child aged 15 years in Great Horton, Bradford, West Yorkshire. The whole of the ground floor and the bathroom on the first floor of the house is available to children. There is a garden available at the rear of the house for outdoor play and this is not secure. The childminder is close to local amenities, including a library, parks, playgroups 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 range. She is currently minding three children in this age group. She is also caring for three children over five years of age. The childminder is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

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.

Children are progressing satisfactorily in their learning and development as the childminder has sufficient understanding of the Early Years Foundation Stage. However, the childminder is not aware of children's starting points and she does not link future planning to the identified next steps. The childminder is secure in her knowledge of how to meet children's individual care needs in partnership with parents. Links with other settings that children attend are not fully established. Effective practices ensure children are kept safe and healthy; however, systems for hand drying do not consistently prevent cross-infection and outdoor play is not secure. The childminder has an awareness of her strengths and areas to be improved as part of maintaining continuous improvement and has a structured approach to evaluating her provision.

What steps need to be taken to improve provision further?

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

- consider recording children's starting points and capabilities so that their progress and development can be clearly identified
- develop further the use of observational assessments to clearly identify children's next step of learning towards the early learning goals
- use the identified next steps in children's learning to plan children's progress towards the early learning goals
- build links with other providers offering the Early Years Foundation Stage so there is continuity and coherence in children's learning
- consistently provide children with separate hand drying arrangements
- extend risk assessments to include the overall safety of children in the

garden.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her legal responsibilities regarding the safeguarding of children and the procedures to follow if concerns arise. She has a good understanding of the types and signs of child abuse and is able to quickly identify and obtain support for a child at risk. The childminder carries out regular risk assessments of her home, both indoors and outdoors including outings, to identify and address any potential hazards. She supervises children closely in the outdoor play area but has not carried out a detailed risk assessment to ensure children's overall safety as the front and rear gardens are not secure.

A satisfactory range of resources and furniture are provided enabling children to play, rest and eat comfortably. Resources which promote most aspects of equality and diversity, but not disability, are stored at child height so that children can independently access them, as part of broadening their understanding of the wider world. Children behave well and are supported by a good role model and consistent boundaries.

The childminder has established a suitable partnership with parents. She obtains accurate information from the parents so that she is able to support children's welfare needs. Parental permission for seeking emergency medical treatment or advice is obtained for children's well-being. The childminder has written policies and procedures, which are shared with parents. Accurate recording of accidents and administration of medication, as well as a daily record of children's attendance, ensures that children are kept safe and well protected.

Although one child attends another setting such as a nursery, the childminder has not fully established links with them to share information about the child's learning and development, in order to ensure consistency in children's learning and development.

The childminder has an awareness of her strengths and areas to be improved as part of maintaining continuous improvement and has a structured approach to evaluating her provision. She has secured funding to obtain a laptop computer and printer to enable better outcomes for children in the future.

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

Children are happy and settled in the childminder's care and enjoy participating in the interesting range of activities on offer. The childminder knows the minded children well and creates a balance between adult-led and child-initiated activities. As a result, children are able make choices in their play and select activities for themselves, which develops their independence. Assessment records kept for children include their artwork and photographs together with descriptions of

observations. However, these are carried out randomly without any purpose. The childminder has not used information from parents to carry out baseline assessments on children to enable her to plan suitable activities for children to help them progress towards the early learning goals. Also, the childminder is not aware of evaluating the observations to identify the next steps in children's development and use this to plan future activities.

The childminder's home is well maintained and children follow simple hygiene routines such as using wet wipes to clean their hands, although when using the bathroom, arrangements for all children to dry their hands on one single hand towel pose a potential risk of cross-infection.

Children are provided with plenty of water throughout the day as part of a healthy diet, which includes fresh fruit for snack and sandwiches, soup or pasta bake for lunch. Parents of babies provide their own food so that they are aware of what their child will be eating. The childminder has a suitable awareness of maintaining children's health and safety. She helps younger children stay safe by using wrist straps during outings. Children also learn about road safety and the need to stay close to the childminder. Children learn about a safe environment as they help to put toys away or regularly take part in an emergency evacuation drill. The childminder interacts well with children in their freely chosen play and she is warm and caring towards them. Children are able to independently access a satisfactory range of age-appropriate toys and resources. They are well behaved and have a good sense of belonging. Good behaviour is supported by the childminder's consistent use of praise and encouragement.

Children's language is developed as the childminder talks to them about their play continually. Skills such as problem solving and numeracy are incorporated into the daily routine. Children's small muscle skills are encouraged as they use a variety of craft materials including cutters, play-dough and stencils. Children enjoy a sufficient range of outdoor activities in the outdoor area and in parks where they play in areas dedicated for children.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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