

Inspection report for early years provision

Unique reference number	302183
Inspection date	01/12/2008
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 lives with her husband and one child aged 11 years. She has been registered as a childminder since 1997. They live in a semi-detached house in the Keighley area of Bradford. The childminder is registered to care for six children on the Early Years Register and the compulsory part of the Childcare Register. She is also registered to care for children on the voluntary part of the Childcare Register. The childminder is currently caring for five children on the Early Years Register, one child on the compulsory part of the Childcare Register, and three children on the voluntary part of the Childcare Register, on a full and part time basis.

The childminder lives close to local amenities such as shops, schools and a park. There is access to the house via steps. The areas of the house used for childminding are the whole of the ground floor and the third bedroom on the first floor. There is a fully enclosed garden available for outdoor play. The family have pet fish. The childminder is a member of the National Childminding Association and is quality assured with the scheme Children Come First. The childminder has links with other local early years practitioners. The childminder is currently studying for an Early Years Foundation degree.

Overall effectiveness of the early years provision

The provision promotes many aspects of the Early Years Foundation Stage highly effectively, ensuring that children are safe and secure. Children are all included in daily routines, helping them make good progress in their learning and development. Partnership working with parents and in the wider context works well, supporting children's overall care and development. The childminder's continued evaluation of the service she provides, results in promoting positive and improved outcomes for children.

What steps need to be taken to improve provision further?

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

- gather further information regarding children's starting points when they first attend the setting
- further involve parents in children's learning by including parents' comments on the development files.

The leadership and management of the early years provision

The childminder's home is organised well to help children explore the environment. The activities planned ensure children receive opportunities to experience indoor and outdoor play, and outings in the local community. This supports their learning and development effectively. The welfare of children is promoted extremely well, ensuring children stay safe and are safeguarded highly effectively. For example,

the policies and procedures in place significantly enhance the consistent practice, including quality risk assessments and actions taken to eliminate risks, and robust systems in place to promote children's health and well-being.

The childminder works closely with parents, ensuring relevant daily information is shared verbally to support children's learning and care effectively. The daily diaries kept on day to day events and routines are also regularly shared. Information is sent home in newsletters regarding current activities to support children's learning. In addition, parents have access to their child's individual learning and development files. However, not all systems are fully extended. For example, parents comments have not yet been introduced on to the development files to further include them, although this is planned. The childminder has forged clear links with other early years practitioners to support partnership working, inclusion and support children's overall welfare.

The childminder promotes improvements effectively for children. This is because she regularly evaluates her provision. The childminder has improved her resources to promote diversity. For example, there are now further jigsaws, books and toys to promote positive images of the differences in people. She has reviewed all the policies and procedures to ensure they are in line with the Early Years Foundation Stage. The childminder attends training to keep her up-to-date with childcare issues. For example, she is currently on an Early Years Foundation degree course. At the last inspection the childminder was asked to practise the fire evacuation procedure to ensure children learn the importance of this. The fire evacuation is now regularly practised with children, improving children's safety and well-being.

The quality and standards of the early years provision

The learning environment supports children's progress well. This is because children are able to make choices about what they wish to do, promoting their independence. For example, on arrival at the house children select musical instruments, they happily experiment using them, moving to the rhythm. They dress up in Santa's hats, singing songs they are practising for the playgroup concert. The childminder supports children in their play by playing a tune and asking the children to guess what it is, helping children differentiate sounds and developing listening skills.

Children are helped to recognise different colours as they choose them to make pictures, and they experiment with the colours using paint brushes. Children enjoy using scissors, experimenting with different sizes and types of paper. They are developing their hand and eye coordination and fine physical skills as they do so. Children's emotional well-being is supported through this activity as they receive praise for their achievements. Children sit together to listen to a story. They are encouraged to participate as the childminder asks effective questions, such as 'what is this animal?' and 'what will the Giraffe put in the cake?'.

The observations and assessments available clearly show what children can do and what is planned next to support children's progress well across the learning areas. For example, children practise fastening their own coat; this activity is extended to

provide further experiences for children to practise fine motor skills and develop independence. Observations show children exploring different media and plans to extend their learning by providing further experiences. Plans show activities that involve indoor and outdoor play, such as making a rain chart, listening to weather sounds, splashing in puddles and taking photographs. Partnership working in the wider context, compliments children's welfare and learning. For example, the childminder is involved in settling individual children at play group. In addition, some resources are sent to the play group to support a current project, and information is provided on activities carried out at the childminders. Parents are included well in how the children develop whilst at the childminder's house and some verbal information is obtained with regard to children's abilities when they first attend the setting. However, this information is not recorded on the children's development files, to clarify initial starting points, to help inform future planning and further aid children's progress.

Children are helped to stay very secure whilst at the setting. This is because the childminder gives exceptional regard to helping children stay safe. For example, children are helped to think through problems, such as why it is not safe to climb the wall. They are helped to understand the importance of the fire evacuation procedure through practise, and road safety is given utmost priority whilst on outings. In addition, as the childminder constantly assesses the environment, risks are minimised extremely well, resulting in high standards of safety and hygiene.

Children learn to stay healthy highly effectively. For example, children are involved in making food choices from healthy options. They choose from raw sliced carrot and peppers which accompanies a healthy pasta dish which they enjoy, followed by fresh fruit and yogurts. Children help to grow healthy foods in the garden, such as raspberries and cucumbers. They help prepare foods, such as chopping the mushrooms, supporting children's learning about healthy food very well. Children are helped to understand the importance of keeping healthy through regular activities, outdoors. Children's understanding of good hygiene procedures are extended exceptionally well in practice, through simple consistent messages and encouragement. For example, regular handwashing is encouraged at appropriate times, including the use of individual hand towels with their own pictures to include and involve them in the process. In addition, pictures to support the importance of the procedure are displayed.

Children's behaviour is managed highly effectively. This is because they receive consistent messages and are very well supported during activities. For example, children are equally valued and included during the daily routines, receiving praise, reassurance and explanations to help them make sense of boundaries that are set. Children receive positive messages about diversity through resources that portray the differences in people and promote inclusion. They are learning about different communities and the wider world as they go out in to the community regularly. In addition, children gain some knowledge of varying celebrations, such as making diva lamps for the Hindu festival of Divali.

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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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.