

Inspection report for early years provision

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Inspection date	30/03/2011
Inspector	Rachel Ayo
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1989. She lives with her husband, two adult children and the partner of one of their adult children in the Moorhead area of Shipley in Bradford, West Yorkshire. One of her adult children's young child also lives at the property for half of the week. Local amenities include schools, nurseries, parks and a library. Shops and public transport links are close by. The whole ground floor of the property is used for childminding purposes along with a first floor bathroom. There is a fully enclosed rear garden available for outdoor play. The family have two rabbits.

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. When working with an assistant she may care for a maximum of 12 children under eight years, no more than six of whom may be in the early years age group. The childminder is currently caring for eight children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently six children attending within this age group. The childminder attends local groups during the week and she takes and collects children from local schools and nurseries. The childminder is a member of the National Childminding Association, is quality assured and accredited and holds the CACHE Level 3 Diploma in Home based childcare. She is also a Network Plus Childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are effectively promoted overall, although certain requirements are not fully met. Children clearly feel secure in the setting where positive relationships are established during effective settling in arrangements. Children take part in a broad range of activities across the six areas of learning and their individual needs are well considered through effective partnership working with parents and others and individualised observational assessment. The childminder has generally effective systems for self-evaluation and has made good strides since her last inspection, including addressing all recommendations raised and purchasing new resources. Plans for the future are clearly targeted in order to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- consistently include the details of first aid treatment in accident records (Safeguarding and promoting children's welfare).
- 13/04/2011

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

- review the arrangements for testing the temperature of food
- ensure that sharp implements are fully inaccessible to children.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities in terms of child protection and she holds the most up-to-date guidelines and procedures. Adequate supervision levels are maintained and most hazards are identified and minimised indoors and outdoors, although sharp implements are stored in an accessible kitchen drawer. The childminder describes good procedures for outings and safety requirements are fully met. Most policies and procedures are implemented well to promote the efficient and safe management of the provision, although the childminder has failed to notify Ofsted of certain changes to persons living or working on the premises. This is an offence unless the provider gives a reasonable excuse. She did so on this occasion and Ofsted does not intend to take any further action. Most record keeping systems are maintained well. However, certain accident records do not include details of first aid treatment which is a breach in requirements. There is a good range of equipment, furniture and resources available. Space is organised well in order for children to take part in different activities within different areas. The childminder ensures that her assistant is well qualified and fully aware of her roles and responsibilities through clear induction procedures.

The childminder has a strong commitment to equality and diversity including attending a range of courses to support her practice. All families are welcomed and as part of an inclusion audit the need for a toilet on the ground floor was identified and fitted with the help of a grant. The childminder challenges discriminatory remarks that visiting adults make and ensures that all children can access resources equally. Even very young children make choices due to toys being within easy reach. Children see a range of images that depict diversity positively through resources, such as, books, photographs and dressing up clothes.

The childminder has regular quality checks and a yearly review by her local authority. She also evaluates her practice by taking part in the Early Years Quality Improve Support Programme. She welcomes areas identified for improvement by her local authority in her yearly focussed improvement plan and is committed to her own, and her assistant's, professional development. In addition, the childminder subscribes to childcare publications and links with other childminders, for example, through groups and visits to each others' homes to reflect on their practice and areas for development.

Parents receive good quality information. The childminder has devised a file which reflects details of, for example, her routines and childcare practices. Parents are fully informed about policies and procedures and activities. Daily sheets inform parents about aspects of their child's care and receive newsletters three times a year along with updates in between. Profiles are sent home three times a year,

although parents can access these at any time, along with an outcomes folder which shows how each outcome is achieved through annotated photographs. Parents share what they know about their child, for example, through 'All about me' sheets and the childminder shares next steps and new interests, such as, a treasure basket or book, in order for parents to support learning at home. Where children attend other settings the childminder compliments their topics and themes and contributes to observations and next steps.

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

Children are very content, happy and well settled and feel safe as a result of the homely, calm environment and the childminder's warm, caring interaction. The childminder undertakes effective weekly planning based on her observations of each child, their stage of development and interests. She then provides activities to extend and support each child, such as, taking a trip to the farm, setting up animals and the farm set to encourage small world play and providing animal stencils. She provides further opportunities through interesting activities at groups. For example, alongside the childminder and her colleagues planning activities during a group run at a local nursery, staff members provide resources, such as pink sand. The childminder completes 'This is me' books and carries out regular assessments which help inform future planning. Children's starting points are established, in conjunction with parents, in order for the childminder to build on their learning progressively. Questionnaires enable children to have a voice and take part in making decisions, helping them develop a strong sense of belonging.

The conservatory is made bright and welcoming with an array of colourful posters, children's artwork, such as, pet masks, labelled tubs of resources and toys stored on window ledges and on the floor. Babies and toddlers explore their environment and resources with interest and the childminder supports their learning with her enthusiasm and good levels of interest in what they say and do. Toddlers have great fun chasing balls as these pop out of the top of a simple technology toy then roll around the room. They show intrigue at the visitor's laptop, in particular, the mouse which reflects purple and red lighting when shone on different objects. They operate buttons on musical toys before bobbing up and down in response to this while giggling. Babies use a range of their senses to investigate a wide range of media and materials in the interesting treasure basket, such as, crinkly paper, large stones, wooden curtain rings and a metal egg cup and even demonstrate a particular preference or dislike for certain objects. For example, they clearly do not like the coloured chiffon as the childminder places this over her face and then does the same to them. As they empty the contents of the basket they then enjoy exploring and feeling the texture of this as they tip it over. They clearly delight in listening to different sounds they make as they connect objects together, such as, the metal plate and wooden spoon.

Babies attempt to communicate by babbling and seek regular eye contact and reassurance from the childminder who stays close by. Toddlers use words and gestures, such as, pointing, to indicate their needs during everyday routines and they clearly enjoy attempting to communicate with adults and bring things to show

them. Children collected from nursery demonstrate good levels of confidence and readily talk about what they have been doing that morning. They behave well as a result of the childminder's positive reinforcements and because they are actively involved in devising the house rules. The childminder suitably teaches children about keeping safe through discussions about stranger danger and road safety, for instance, and involving them in looking at hazards in the home, such as electric sockets.

Children have good access to outdoors including through outings, for example, soft play centres, walks to feed the geese and ducks and visits to the park. Children visit the garden centre as part of an extension to a nursery topic about pets. They look at rabbits, parrots and guinea pigs, and also buy food for the childminder's rabbits, helping them to learn about the care of living things. In addition, children take part in planting and growing vegetables and flowers and learn about the life cycle of the butterfly and frog. Although some parents provide their own food, the childminder provides healthy snacks and a healthy home made tea. She models and encourages mostly effective hygiene routines, although the method used for testing the temperature of food reheated in the microwave does not fully minimise cross-infection.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met