

Inspection report for early years provision

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Inspection date	06/05/2011
Inspector	Mr 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.

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 and she lives with her husband, one adult child and one child in a house in Wyke, Bradford, West Yorkshire. The whole of the ground floor and the bathroom on the first floor are available to children. There is an enclosed garden for outdoor play area. The childminder is close to local amenities, including a library, parks 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 which may be in the early years age group, and of these, not more than one may be under one year. She is currently caring for two children in the early years age group and four children over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected by the childminder who has a good knowledge of each child's needs and interests. Children enjoy participating in a wide range of exciting activities and make good progress in their learning and development. The childminder fosters effective partnerships with parents, to ensure continuity and consistency in their care. She has effective procedures for self-evaluation, which provides a good basis for improvement and maintains a service that is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop links with other providers where children attend more than one setting to ensure coherence and consistency in children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as the childminder is fully aware of her duty to protect children in her care. She has a good understanding of the signs and symptoms of abuse. The childminder has developed procedures that cover reporting procedures and allegations, and she shares this information with parents. Children play safely within the welcoming environment because the childminder is vigilant and ensures all adults in the household undergo Criminal Records Bureau checks to confirm their suitability. Effective risk assessments cover all aspects of the environment, including outings. A good range of safety equipment is used in the home to minimise potential risks to children, for example, safety gates are in

place and safety catches are fitted on cupboard doors in the kitchen. Documentation for the safe and efficient management of the provision is in place and maintained accurately. The childminder has a comprehensive portfolio of policies and procedures which underpin her good practice.

The childminder demonstrates a positive attitude to inclusion. Children are provided with experiences and support which help them to develop a positive sense of themselves and others. They are helped to embrace diversity by exploring the local environment, using resources that reflect positive images of culture, gender and disability and learning about different cultural festivals and celebrations.

Children also attend other settings providing the Early Years Foundation Stage, such as school nurseries. However, the childminder does not share information with them about the child's assessment records to ensure continuity in learning and development.

The childminder works closely with parents to meet children's individual needs. She encourages a two-way exchange of information through daily discussions, diaries and the sharing of progress files. Regular questionnaires are completed by parents to obtain their views about the provision. They make positive comments about the childminder and her provision.

The childminder is committed to improving her practice and has embraced the Early Years Foundation Stage. She shares her practice with other childminders and has monitoring visits from the local authority in order to further improve and enhance her practice. She has maintained her knowledge of early years by attending numerous training courses. She has further developed her qualification in early years and has gained a National Vocational Qualification Level 3. The childminder has an effective system for self-evaluation of her provision. She has completed the Ofsted self-evaluation form to help her identify her key strengths and areas for improvement. Hence, outcomes for children are positive.

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

Children are making good in progress in their learning and development as the childminder provides an educational programme to meet the needs of the children. Their interests and abilities are taken into consideration when planning an interesting range of experiences for children. The childminder uses her good knowledge of the Early Years Foundation Stage to make links between the activities and the learning outcomes for children. For example cookery activities enable children to use tools, learn about quantity, size and shape and to be creative. The childminder uses observations of children's progress to identify any gaps in their learning. She then identifies the steps that need to be put in place to enable the children to move on to the next stage of their learning and development.

The childminder knows the children well and makes effective use of themes and activities to help children learn new skills and to prepare them for new experiences. This enables children to talk about their own experiences and ask questions, helping to build their vocabulary.

Children learn about and use numbers in their play. They count objects and older children are beginning to identify quantities and the concept of more or less than. A good range of resources are provided which support children's understanding of numerical concepts. The childminder supports children's developing communication, language and literacy skills through activities such as visits to the library to select books and through the good interaction and use of questions.

There are good opportunities for children to learn about the world they live in. They go on outings in the local community where they can watch nature or collect leaves. Children have visited a farm and observed rare breeds of animals. Their understanding of the wider world is promoted through the use of celebrations such as Chinese New Year as children learn about the Chinese culture, being creative in making a dragon and tasting different foods.

Children's independence and self-esteem is very well supported. They are able to express their own ideas for what they want to do and to select activities for themselves. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. Children learn how to behave well, to share and play together.

The childminder makes effective use of daily routines to enable children to learn about being healthy and staying safe. They have regular opportunities to be physically active using the secure outside play area and outings. The childminder promotes healthy eating by encouraging parents to provide a healthy packed lunch. She ensures children have independent access to drinking water and provides healthy snacks of fruit throughout the day. Children learn about personal hygiene and follow good hand washing routines. Children develop an understanding of danger and how to stay safe because the childminder teaches them about road safety and the need to stay close, hold hands or use safety reins for younger 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?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	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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