

Inspection report for early years provision

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Inspection date	07/01/2010
Inspector	Dawn Bonica Brown
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 1999. She has recently moved premises and lives with her husband and daughter aged 12 years in a house in the Baildon area of Bradford, West Yorkshire. The whole of the ground floor of the childminder's home is used for childminding. She has two cats, a dog, two lizards, a tortoise and two goldfish.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years and of these, three may be in the early years age group. She is currently caring for a total of seven children on a part-time basis, of whom five are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and currently cares for one child in this age group. She is part of the local authority quality assurance scheme and receives their support.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the needs of all children routinely because she recognises the uniqueness of each child and supports them so that no individual is disadvantaged. All children make progress in their learning and development and their welfare is promoted well in almost all aspects. The childminder works with external agencies to promote education and care and has established good partnerships with parents. Her processes of self-evaluation are effective. She maintains continuous improvement and her plans for the future are well targeted to bring about sustained development to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that children do not leave the premises unsupervised (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 31/01/2010

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

- improve young children's access to books.

The effectiveness of leadership and management of the early years provision

The childminder's maintenance of records is good. Her policies and procedures are clearly defined for parents and ensure that the needs of all children are met in almost all aspects of care. The policies are inclusive and she maintains well-managed risk assessments for almost all areas. For example, she is trained in the use of specialised emergency equipment and provides a detailed table of contagious ailments to help parents recognise common symptoms. However, the garden is not completely safe as the current measures to prevent children leaving the premises unsupervised are not sufficiently robust. This means that the childminder is in breach of the welfare requirements.

The childminder is ambitious and demonstrates a strong capacity to make improvements. For example, she reflects positively on her practice, uses effective self-evaluation processes and all the recommendations arising from the last inspection have been addressed effectively. The childminder has also undertaken extensive training since the last inspection which has had a beneficial impact on outcomes for children. She uses a variety of methods, including the internet, to keep abreast of new developments in childcare. The childminder works effectively with external agencies to access a lot of training, provide support for parents and to learn about the diverse cultures in the community.

Effective use is made of almost all resources to help children make meaningful choices. She organises toys in a manner that helps almost all age groups. For example, small toys are arranged in clear plastic boxes with labels so that children can see what is inside. Dressing-up clothes are neatly arranged on hangers with shoes, hats and bags stored below them. However, books are organised tightly in a bookcase with no space for younger children to choose what they want effectively.

The childminder promotes inclusive practice so that all children have their welfare needs met and achieve as well as they can regardless of background. For example, she recognises the individual learning needs of the children and ensures that those who are exceptionally gifted are promoted as well as those who have learning difficulties.

Very good relationships have been established with parents. The childminder keeps them fully informed of their children's activities through regular text messages from her mobile phone, daily discussions and newsletters informing them about planned activities and outings. The childminder monitors parent satisfaction through questionnaires. Parents express positive opinions about the childminder, the care she provides and the way she manages children's behaviour. She has established links with external agencies, such as the health visitor, teachers, speech therapist and the local authority development officer to provide effective support for families.

The childminder maintains integration of care by liaising with the schools that children attend. She finds out what school topics children are following from their

teachers and learns the best way in which she can support their learning at home. For example, looking at mini-beasts, collecting snails and taking children on outings to investigate caterpillars and butterflies.

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

The childminder has a very good knowledge of how children learn and supports their learning and development well. She makes sure that the learning environment, both indoors and outdoors, helps children make good progress towards the early learning goals. Her home is well maintained, warm and welcoming, with inviting resources to welcome children, such as a range of puppets.

Each child is engaged in purposeful play and exploration so their enjoyment of learning is established from an early age. The home background of all the children attending is reflected in the childminder's home so that their self-esteem is promoted. From the start, children are encouraged to make decisions. For example, children decide that they will not make snowmen outdoors but bring the snow inside and 'do cooking' with it. The childminder uses information from observation and assessment successfully to plan activities that are tailored to the needs and abilities of each child and there is a good balance of adult-led and child-led activities that help children to think critically.

Children learn to stay safe because the childminder manages their behaviour well. She has excellent relationships with children and manages their behaviour through praise and encouragement and by giving them choices. She treats children with respect and encourages them to think about the needs of others and understand they must include everyone in activities.

The childminder teaches children to be active and to understand the benefits of physical activity by encouraging them to play outside in almost all weather. They use individual umbrellas to play in light rain and dress appropriately for the snow as they shovel it into bowls to carry indoors. Children understand and adopt good hygiene practices by using appropriate resources, such as drying their hands with paper towels, and follow good hygiene procedures when handling pets.

Children's individual diet is managed well as the childminder has a good understanding of basic nutrition and religious dietary needs. She provides a wholesome, well-balanced diet and children learn about nutrition as they help to prepare their own snacks, such as tuna sandwiches.

The childminder helps children make good progress in all aspects of learning and their communication skills and knowledge and understanding of the world are excellent. For example, very young children describe how water can melt snow and ice. She understands how to extend children's learning by building on what they already know and plans activities which promote this. For example, children learn about the lifecycle of the butterfly from a story about a caterpillar, make collages of butterfly eggs on leaves, make caterpillars using cotton reels and visit a

butterfly visiting centre to look at the whole process.

Children's understanding of the wider world is extremely well supported. They learn about their community through a range of outings to explore the habits and customs of others. For example, the childminder uses parents' specialist knowledge to help all the children in the setting understand Diwali. She provides enjoyable activities, such as painting 'mendhi' hands by drawing round their own hands, cutting out the shapes and then painting them. Children learn about growing things by planting a range of fruit and flowers and measuring sunflowers as they grow.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	1
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	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report (CR5) 31/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report (CR5) 31/01/2010