

Inspection report for early years provision

Unique reference number	302492
Inspection date	06/04/2009
Inspector	Rachel Ayo
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 was registered in 1991. She lives with her husband, who acts as an occasional assistant, although he does not have sole charge of the children, and adult son in a property in the Bingley area of Bradford in West Yorkshire. The whole of the ground floor is used for childcare purposes along with a first floor bathroom. Children access a secure front garden for outside play.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. She is currently minding six children on the Early Years Register on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and is currently caring for four children aged from five to 12 years. The childminder walks to local schools and nursery to take and collect children, attends toddler groups regularly and is close to local amenities including shops, parks, a canal and transport links. The family has a dog.

The childminder is a member of the National Childminding Association and is quality assured through the Bradford Childminding Network. The childminder holds the Diploma in Pre-School Practice.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children flourish in a welcoming environment where they are generally effectively kept safe and secure and positive relationships with the childminder effectively foster their sense of belonging, self-esteem and confidence. Most aspects of children's welfare are promoted with success, although record keeping systems are not robust in some areas. Children make very rapid progress in their learning and development because of overall highly effective planning and assessment systems and an extensive range of exciting and innovative play opportunities. Partnerships in the wider context are used very well in order to promote the integration of care and education and ensure inclusion, and the childminder's good systems for self-evaluation mean that plans for the future are targeted well.

What steps need to be taken to improve provision further?

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

- include a first aid kit as part of the equipment on all outings
- further enhance profiles to reflect clear starting points and next steps in line with the expectations of the early learning goals.

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

- ensure that accident records consistently contain details of first aid treatment (Safeguarding and

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promoting children's welfare).

The leadership and management of the early years provision

Parents receive good information about the setting. Close partnership working ensures continuity in children's care, which helps them feel secure, and all required information is obtained in order for the childminder to provide for their individual needs, ensuring that they are fully included in the life of the setting. Parents and other providers are highly involved in children's learning and development. They contribute to regular summary reports and parents are advised on how they can support children's next steps at home, regularly accessing and contributing to their child's profile and adding comments on the 'date seen' sheet. Topics undertaken at other settings are linked effectively to the childminder's provision.

The childminder is very committed to the continual improvement of her setting through good self-evaluation, quality assurance, addressing previous recommendations to enhance children's safety and ongoing training. Parents are involved through questionnaires, and although these have not been returned as yet, verbal comments and 'thank you' cards reflect highly positive comments. The successful application for a grant has enabled the childminder to address areas highlighted for development in order to enhance outcomes for children.

Risk assessments are detailed and reviewed and updated regularly to ensure that risks are managed or eliminated and a good range of health and safety policies and procedures generally work well in practice to keep children safe. Although there are some good procedures to promote children's safety on outings, a first aid kit is not always available on short trips outside the home, for example, when walking to and from school. Children are safeguarded because the childminder has a good understanding of child protection, including ensuring that appropriate forms are sent to Ofsted to determine the suitability of any persons who reach the age of 16 years. Documentation is generally maintained well and kept up-to-date, although some accident records do not include first aid treatment, which is a breach in regulations.

The quality and standards of the early years provision

An environment that is educational, stimulating, bright and exceptionally child-centred is created. Along with photographs, artwork and an array of posters, there is an innovative Easter and spring display created, for example, with yellow lighting, spring animals and plastic amphibians sitting alongside a small water fountain. Children's learning and development are exceptionally well supported because of the childminder's effective questioning and thorough knowledge of the six areas of learning and how to support their progress through exciting first-hand experiences. Children explore space freely and readily self-select activities and resources. For example, they happily arrive and quickly settle, taking themselves off into the kitchen to independently start painting. The childminder is extremely enthusiastic and motivated, which permeates throughout her provision and reflects

highly in children's enjoyment and interest. An extensive range of experiences and activities is planned, including around themes, along with more individualised planning in line with children's interests and next steps, such as toilet training or language development. Overall, individual profiles are developing very well in order to track children's progress effectively, although clear starting points and next steps are not clearly linked to the expectations of the early learning goals.

Children learn about a healthy lifestyle through a balanced diet consisting of lots of fruit and vegetables, and through oral hygiene topics. Cross-infection is minimised effectively, including through individually labelled towels in the bathroom. Road safety topics, which involve making posters and discussions on outings, help children develop a good understanding of keeping themselves safe. They have excellent opportunities to be active and develop confidence in their physical skills through access to a variety of equipment and a wide range of exciting outings, such as to 'Jo Jingles', the 'zoo lab' or museum where they explore different media including a magic carpet where children can see themselves on television. Children learn about where food comes from through excellent activities, such as planting and growing; they enthusiastically squeeze the lumps out of the soil as they carefully transfer this into trays to plant a variety of seeds and the childminder explains that as these get bigger they are going to take them to the allotment.

Sticker charts help children to be successful in their achievements, such as when toilet training, and children are frequently told how clever they are in order for them to develop confidence and self-esteem. Children are extremely sociable, chasing each other around the lounge wearing animals masks, and readily approach the inspector to show her the interesting books and talk about the bumble bee that they are skilfully painting with orange stripes before successfully writing their name. Imaginative resources are created, for example, books showing simple words and associated photographs, enhancing children's learning and offering them high levels of challenge, resulting in them making very rapid progress. Children's understanding of early mathematical and science concepts is highly supported. They experiment with ice and as part of Red Nose Day children made buns to sell at toddler group; they operated a till and counted out the change and the buns. Children effectively learn about diversity, such as by taking part in the local school's exciting celebrations. As part of the Hindu festival of Diwali they created diva lamps with egg boxes, foil, tea lights and stickers, watched dancing, coloured in pictures and made sweets, rolling the mixture with their hands.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.