

Inspection report for early years provision

Unique reference number	958021
Inspection date	10/11/2008
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 2001. He lives and works with his wife, who is also a registered childminder, in a semi-detached property in the Eldwick area of Bradford, West Yorkshire. Both childminders take joint responsibility for the childminding. The whole of the ground floor, excluding an over eight's play room, is used for childminding purposes. Additional toileting facilities are used on the first floor, along with three bedrooms which are used for sleeping young children during the day. Local amenities include parks, libraries, schools and nurseries and the premises are close to transport links. The childminder attends a range of groups throughout the week. Children have use of a fully enclosed garden for outdoor play. The family has five dogs.

The childminder is registered to care for a maximum of six children under eight years or a maximum of 12 children under eight years when working with his wife. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently jointly caring for 10 children in the early years age group, four children on the compulsory part of the Childcare Register and six children on the voluntary part of the Childcare Register. The childminder is currently caring for children with learning difficulties or disabilities. Children attend a variety of sessions during the week. The childminder is a member of the Bradford Childminding Network and is registered with the West Yorkshire Police Childminding Network.

Overall effectiveness of the early years provision

The childminder provides a safe, secure and generally welcoming environment for children where inclusion is actively promoted. Although the childminder treats all children equally and fairly, he recognises that some may need additional support and there are good systems in place to meet the additional needs of such children. Basic systems are in place for evaluating the provision and the childminder has a suitable understanding of areas for development. Most aspects of children's welfare and learning are promoted satisfactorily and partnerships with parents and in the wider context are used suitably overall to promote children's education and care. Although children access a variety of activities and resources, which helps them to enjoy their time at the setting and make suitable progress in their learning and development, systems for personalised planning and assessment are not in place.

What steps need to be taken to improve provision further?

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

- ensure that rooms are maintained at an adequate temperature
- improve hygiene routines in relation to hand washing routines before meals or snacks and the arrangements for cooling food
- ensure that information from observation and assessment is used effectively to ensure that children achieve as much as they can in relation to their starting points and capabilities

- further develop partnership working with parents and in the wider context in order to fully support, and promote a consistent approach, to children's learning and development.

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

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation).

24/11/2008

The leadership and management of the early years provision

There are satisfactory systems to monitor and evaluate the provision, to ensure that improvements are made where necessary. For example, following the last inspection separate kitchen roll replaced a shared towel in the downstairs toilet to further promote children's good health, although additional hygiene issues have been highlighted on inspection. The childminder updates his first aid training as required, has attended some additional courses to enhance children's care and education and is currently linking with Bradford early years to commence a quality assurance scheme.

The childminder works well with parents and required information is exchanged before placement in order to inform parents about the setting and meet their children's needs including any particular health or dietary requirements. Daily information is exchanged through friendly chats at the beginning and end of the day, and diaries are maintained where parents request this. Partnership working at present, however, does not extend to the active involvement of parents and other providers delivering the Early Years Foundation Stage, in order to fully support children's learning and development. Children with learning difficulties or disabilities are actively supported and fully included in the life of the setting because of effective liaison with parents and other settings which children attend. For example, the childminder is positive about using different forms of communication. Parents express high opinions of the care provided.

Documentation, required for the safe and efficient management of the setting and to ensure that the needs of all children are met, is adequately maintained and written policies and procedures work in practice overall. The childminder works well alongside his wife and effectively organises the busy school and nursery drop off and collection routines in order to ensure that ratios are adhered to. Children are safeguarded appropriately because the childminder is adequately aware of the possible signs and symptoms of abuse or neglect and holds the most up-to-date child protection procedures. Children are kept safe because of generally good risk assessments, security of the premises and effective arrangements for the safe collection of children. Adults in the household are vetted and suitability checks are currently being undertaken for proposed assistants; such persons are not left unsupervised in order to protect children.

The quality and standards of the early years provision

A good amount of space is available to the children and organised suitably overall to meet their needs, particularly when large numbers and different age groups are present after school. Although areas are clean and suitable for their purpose, the conservatory is not always maintained at a temperature which ensures the comfort of children. Children can make choices in what they want to play with and develop confidence and self motivation because an adequate range of resources and equipment are readily accessible or stored in low-level tubs.

Photographs and discussion with the childminder demonstrates that a varied range of activities are provided across the six areas of learning to support children's learning and their interests, likes and dislikes are considered within the provision. However, the childminder does not purposefully plan and provide experiences, particularly for very young children, which are appropriate to each child's stage of development as they progress towards the early learning goals. This is a breach in legal requirements. Although observations are undertaken on the children, these are not used effectively at present to ensure that children achieve as much as they can in relation to their starting points, capabilities and the expectations of the early learning goals.

Children present as happy, they are well settled and show suitable levels of interest in the environment as they explore balls in the ball pool, play imaginatively with cars and the road mat, pretend to make a cup of tea, roll balls to each other and play games. Three and four-year-old children readily talk about different colours as they paint a firework picture and excitedly talk to the inspector about seeing these at the weekend. They show an interest in maths as they represent numbers in their picture, exclaiming that they have painted a number firework. Toddlers explore their environment confidently as they practise their developing mobility, wobbling over only occasionally and enjoy taking part in painting as they enthusiastically dab the paint on the piece of paper.

The childminder suitably supports young children's learning as he sits alongside them with role play resources and asks if they should make fish and chips. He asks young children, jabbering into a toy telephone, if they are telephoning daddy and shows them how things work as he pushes a button on the toy kettle which then whistles. Three and four-year-old children happily listen to the childminder as he explains how to set up and play a game which requires plastic sticks to be carefully pulled out without disturbing the marbles resting on top. Reception class children readily take their coats off after being collected from school and immediately go to wash their hands in preparation for tea. After tea they enjoy being active as they enthusiastically play a physical interactive computer game, concentrate hard as they make different pictures and patterns using beads and take part in mark-making. Children say that they enjoy coming to the childminder's house and their favourite activities are arts and craft, drawing and playing on the computer games consoles.

Children's behaviour is very good and all age groups positively interact with the childminder and each other; they respond well to requests to calm down when becoming over excited, take turns to play games and readily chat over tea about

their day at school. The childminder talks to children about sharing, explaining how saying please and thank is important if they want others to share things. Children see good equality and diversity practice as the childminder takes an active role in all aspects of the childcare, for example, changing nappies and cooking. All children are encouraged to access resources equally to challenge stereotyping, for example, boys pretend to cook and iron as they play with the role play equipment. As a result of equal opportunities being well promoted within the setting, children learn to value and appreciate the similarities and differences between themselves and others. Children from a variety of backgrounds are welcomed positively into the setting, resources reflect diversity and children learn about different cultures as they celebrate festivals or try different types of cuisine.

Children suitably learn how to stay safe. The childminder asks three and four-year-old children why they must not touch kettles and they say that they must not touch the real iron at home because it is dangerous. Mostly suitable hygiene procedures are in place in order to minimise cross-infection, however, young children, and adults preparing sandwiches, are not involved in effective hand washing routines and food is blown on to cool it down. Children have good opportunities to be active, develop confidence in their physical skills and benefit from fresh air. For example, at times they walk to and from school and go on outings, such as the park or toddler groups. A nutritious hot midday meal is provided for younger children and reception class children are encouraged to make some healthy choices about what they eat as they enjoy a banana at tea time after their sandwich.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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

Since the last inspection Ofsted has received one complaint that required the provider to take action. This related to suitable people: adults whose suitability had not been checked having unsupervised contact with children. We carried out a visit on 20 August 2008 and set an action for the provider to ensure people whose suitability has not been checked are not allowed to have unsupervised contact with children who are being cared for. The provider submitted appropriate documentation in order for suitability checks to be initiated, whilst ensuring that no such persons had unsupervised contact. The provider remained suitable for registration at the time the investigation was closed.

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.