

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY256902                   |
| <b>Inspection date</b>         | 14/12/2009                 |
| <b>Inspector</b>               | Jane Elizabeth O'Callaghan |
| <b>Type of setting</b>         | 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 2003. She lives with her husband and four children aged 15, 13, 11 and nine on the outskirts of Bradford. The whole of the ground floor of the childminder's house and the upstairs bathroom are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and is currently providing care for three children in the early years age group. The childminder works with an assistant. She collects and takes children to local schools, visits parks and places of interest. She holds a level three qualification in childcare and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and self-assured within the setting and participate eagerly in a wide range of exciting and interesting activities. The childminder creates a welcoming and inclusive environment for all and children make good progress across all the areas of learning. Well established information sharing systems are in place with parents to ensure both parties are well informed, as well as other early years providers. The childminder has developed a good self-evaluation system and is fully committed to reflecting on practice. She has effectively addressed the recommendations raised at the last inspection.

## **What steps need to be taken to improve provision further?**

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

- develop planning to record and identify next steps in children's learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder has effective strategies in place to safeguard children. All adults in the home have been suitably vetted and the childminder fully supervises the children in her home and when using facilities in the community. Risk assessments are in place and used to ensure that all areas children use are safe. The childminder has a good understanding of child protection procedures and how to implement them if she has a concern about a child in her care. She has a relevant first aid certificate, ensuring that if a child were to have an accident she would be able to treat them immediately and appropriately.

The childminder is positive about attending training to keep her knowledge and

skills up-to-date in order to continually promote good outcomes for children. For example, she identified that she wished to improve her knowledge in several areas and has attended training in healthy eating, working with babies, phonic sounds, religious diversity and treasure basket. She has put all of the training into practice to provide improved care for children. She monitors her practice through informative self-evaluation and updates this regularly. She uses this information effectively to identify strengths and areas for development. A comprehensive range of policies and procedures are in place and effectively implemented to promote the welfare of children. She actively promotes equality and diversity by ensuring children gain an understanding of the world they live in. Children are encouraged to celebrate a variety of festivals; they visit different religious buildings, cultural restaurants and have a wide selection of resources they can easily access. The childminder has a well written equal opportunities policy that she shares with parents, which includes how all children are treated equally.

The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships with other early years providers. Parents praise the childminder's comprehensive implementation of records, policies and procedures and her approach to sharing information, which gives them an excellent insight into the way the childminder operates her service and meets the individual needs of children. The childminder ensures parents are given monthly newsletters, makes sure she is available for any discussions required and maintains confidentiality at all times.

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

The childminder displays close and responsive relationships with the children in her care and a clear understanding of the importance of recognising each child as an individual, providing an accessible and inclusive environment for all. Children freely access an extensive range of well organised self-selection opportunities, including shape sorters, creative activities, construction blocks, jigsaws, musical instruments, books, low-level furniture, photographs and posters. Individual learning and development records are in place for each child. The childminder uses these to collate information gathered through observation of children and ongoing recording of their starting points. However, tracking of children's next steps are not clearly identified. The childminder has good planning in places and this is flexible to ensure individual children's needs and interests are met.

Children play well together, along with the childminder and her assistant. They choose to play with the dough and younger children identify their favourite colour as pink. All children confidently roll out the dough and use cutters to make different shapes. With ideas from the childminder, older children decide to make star shapes. They then place them on a baking tray ready to go in the oven to make decorations for them to take home. Children get very excited as the childminder asks them if they would like to play outside, which is a choice they are given throughout the day. Older children put on their coats and gloves and hurriedly run outside to get the ball. They attempt to throw it in the basketball net, asking the other adults present to join in. The childminder and her assistant give

lots of praise when children throw and kick the ball to them with good coordination. While outside, children play in the water and decide the colour they would like the garden to be. After choosing red, they pretend to paint the fence with the large brushes. Younger children squirt washing up liquid in the water, making lots of bubbles and having fun blowing them about the garden. Inside, children build large towers with construction bricks and older children independently count the bricks up to thirteen. Younger children are helped by the assistant and older children to count and recognise the colour of the bricks. The childminder ensures that children develop their social and physical skills with weekly trips to the swimming pool, attendance at child-orientated groups and trips to the library where they choose their own books. Children have lots of posters around the home depicting different cultures, flags from the countries and their own pictures. The childminder has lots of photographs of all children taking part in different activities. Some are displayed and others are in the children's individual profiles for parents.

The children develop an understanding of how to keep themselves safe as the childminder encourages them to be self-aware and to practise road safety and fire drills. The childminder's home is clean and she regularly wipes surfaces with disinfectant prior to children having snacks. Children are provided with distinct drinking cups to minimise the spread of germs and are reminded to have regular drinks throughout the day to promote their good health. They eat nutritious and healthy home cooked meals and snacks, served to them at the dining table, and enjoy sociable chat as they eat. They begin to show an understanding about the importance of regularly cleaning their hands, for example, as they use wipes after eating and have individual towels to use in the toilet. Children behave well and play amicably alongside each other. They respond positively to the praise and encouragement the childminder provides and as a result display good levels of self-esteem and confidence.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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                                                                    | 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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       | 2 |

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## **Annex B: the Childcare Register**

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| 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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