

Inspection report for early years provision

Unique reference number	EY285287
Inspection date	05/08/2009
Inspector	Helen Blackburn
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 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 2004. She lives with her partner and two children aged three years and six years in the Wyke area of Bradford. There are schools, shops, parks and public transport links in the local area. The whole of the childminder's home is used for childminding, with the exception of two first floor bedrooms. The children have access to a fully enclosed garden for outside play. She has three rabbits and a guinea pig for pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. She is currently minding one child in this age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and nursery and she runs a local toddler group that the children attend on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has good relationships with the children; she effectively meets their individual needs and supports them in their learning and development. She provides a welcoming, safe and stimulating learning environment that promotes diversity and positive behaviour. The childminder has a number of policies and procedures that outlines the service she provides, although some documentation lacks detail. The childminder works well with parents and others involved in children's care and learning, which promotes continuity for children. The childminder seeks the views of children and parents when reflecting on her practice so that any improvements incorporate their ideas.

What steps need to be taken to improve provision further?

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

- develop how observations and assessments are used to identify and plan for individual children's learning priorities, including extending how parents contribute to the process.

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

- ensure a full risk assessment is carried out for each type of outing and review it before embarking on each specific outing.

26/08/2009

The leadership and management of the early years provision

Through establishing good self-evaluation processes the childminder monitors and evaluates her service well, resulting in her having a clear understanding of her strengths and areas of development. In addition, she ensures parents and children are involved in the process. Through training and liaison with other early years providers, the childminder keeps up to date with current childcare practice. She uses any ideas gained to develop her practice, therefore, promoting positive outcomes for children. The childminder has successfully addressed all the recommendations from her last inspection, which demonstrates her commitment to making continual improvements. For example, through extending resources and activities that positively promote the world in which children live, children are learning about diversity and respect for others.

Relationships with the parents and others are good. Through policies and procedures, the childminder provides parents with good information about the service provided for children. The childminder ensures she regularly shares and exchanges information with parents so that can effectively meet children's needs. This includes gathering relevant information when children start at the setting so that she can build on children's interest and abilities. Parents have access to their child's observation and assessment records and they are encouraged to contribute their own observations. The childminder continues to explore ways to enhance the sharing of information, such as working together when identifying children's next steps in learning. Written comments from parents are positive, for example, parents praise the friendliness of the childminder and the wide range of experiences provided for children. The childminder has developed good relationships with school and nursery so that she promotes continuity in children's learning.

The arrangements for safeguarding children are good. The childminder supervises the children well and she maintains a safe environment for them to play. She manages this through her risk assessments procedures, which include ensuring she takes appropriate action to minimise accidents both in the home and on outings. However, her risk assessment record does not take into account all types of outings children participate. The childminder maintains relevant documentation and policies that contribute to the safe and efficient management of the setting. Through play, discussions and activities, the children have a good understanding of how to keep themselves safe. For example, the children explain why they need to wear seat belts in the car and why they need to wear helmets when riding on their bikes. Through the childminder having a good understanding of child protection issues, she is able to protect children from harm. She is aware of her responsibilities in monitoring and reporting concerns. Her written child protection statement clearly outlines to parents the procedures followed if the childminder has concerns about children in her care. All adults living or working on the premises have undergone appropriate checks and the childminder ensures any visitors to the home are supervised at all times so that children are kept safe.

The quality and standards of the early years provision

The childminder adopts good health and hygiene practices so that she promotes children's health and well-being. For example, effective cleaning routines ensure the home is clean and through ensuring ill children remain at home, the risk of cross-infection is minimised. Through practical and everyday routines, the children have a good understanding of health and personal care, for example, they talk about having to wash their hands because germs can make them ill. Through healthy snacks and home-cooked nutritious meals, the children are well nourished. Through fun activities, such as playing shops, the children talk about which foods help them to grow helping them to understand the benefits of making healthy choices. The children have regular opportunities to be active. They play outdoors, go on walks, play at the park and enjoy bike rides. These activities help children to develop a positive attitude towards exercise and leading a healthy lifestyle. There is a good range of resources available to support children's physical development. For example, the children demonstrate their balance and coordination skills as they ride bikes, cut around shapes, jump on the trampoline and skilfully place shapes into the shape sorter.

The children have a positive approach to their learning, they eagerly join in activities, they are enthusiastic and they confidently make choices and decisions in their play. Children develop their creativity as they make their suitcase pictures and younger children's early communication skills are encouraged as they eagerly explore books, join in simple rhymes and positively interact with the childminder. Children access a wide range of resources and activities appropriate to their ages and abilities, meaning that children make good progress in their learning and development. The childminder carries out regular observations on the children, which she matches appropriately to the stepping stones. However, the childminder's observations and assessments to clearly identify children's learning priorities and how this links to the planning is not yet fully developed.

The children have good relationships with the childminder. They interact positively with her; they enjoy her being involved in their play and approach her for comfort and reassurance. The childminder knows the children well and she effectively meets their individual needs. She builds into the day children's individual routines, such as younger children's sleeping patterns and this contributes to providing continuity for children. These positive relationships and individual care results in children being happy, secure and settled in the warm, friendly and welcoming environment the childminder provides. The children are learning about how to behave appropriately because the childminder provides a positive role model and establishes clear boundaries so that the children know what is expected of them. The childminder regularly praises the children and they respond well to this, which contributes to children having positive self-esteem and confidence in what they do. The children have a positive self-image, for example, their work is valued and displayed around the home, which provides children with a sense of belonging. Through resources, activities, discussions and visits in the community the children are learning about the world in which they live and diversity. This contributes to children having a positive attitude and respect towards all people in society. For

example, the children use puppets to explore feelings and attitudes of themselves and others.

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?	2
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?	2
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?	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

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

Met