

Inspection report for early years provision

Unique reference number	EY289618
Inspection date	26/09/2011
Inspector	Ingrid Szczerban
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.

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Description of the childminding

The childminder was registered 2004. She lives with her husband and three children aged 16, eight years and 10 months, in the Wibsey area of Bradford. Her husband works as an assistant four mornings a week. The ground floor is used for childminding. An enclosed garden is available for outside play and the family has a cat.

The childminder is registered to care for a maximum of five children at any one time. There are currently two children on roll both are in the early years age range. Children attend a variety of sessions. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. The regular routine includes outings to groups, baby makaton sessions and baby ballet. She is a qualified practitioner to level 4 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.

The welfare needs of children in the Early Years Foundation Stage are met well in the main. Good attention is given to meeting the learning and development needs of children. They take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are valued and respected as individuals. The childminder assesses her provision accurately and identifies areas for improvement. She demonstrates a good capacity to continuously improve. Relationships with parents and carers are positive.

What steps need to be taken to improve provision further?

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

- include in the risk assessments the use of the safety harness on the high chair and make sure it is always fastened in everyday practice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the main. All adults in the home have undergone appropriate checks. The childminder keeps a log of visitors to her home and makes a record of injuries that children arrive with. All necessary written consents from parents are obtained and the childminder has a clear safeguarding policy. The premises are secure, the gate outside is bolted and a safety gate across the kitchen door means that children cannot leave unsupervised. The written risk assessments are effectively implemented in the main by the childminder to ensure that children are kept from harm. However, at the time of the inspection the

harness on the high chair was not fastened to secure a child. On outings children wear fluorescent vests and wrist bands with the childminder's telephone number to keep them safe.

The effective organisation of space and resources meets each child's individual needs and enables them to develop independence, make choices and ensures inclusion. The childminder gives high levels of supervision to children. Children safely choose from a wide selection of toys and games which are organised at the correct height for their age and stage of development. All resources used by children are of high quality, suitably challenging and the childminder has made a catalogue so that children know what is available. The childminder has good knowledge of the children and their families and photographs of the children engaged in activities are displayed on the walls so children gain a good sense of belonging in her home.

The childminder assesses her provision well and makes significant improvements. For instance, the recommendation raised at the last inspection is fully addressed. Children's awareness of where food comes from is enhanced because they are involved in growing fruit and vegetables. Further improvements made include, keeping abreast of training, such as, first aid and 'every child's a talker'. She secured funding for and installed a disabled toilet on the ground floor of her home and has had a conservatory built to increase the space available for children in her home.

Partnerships with parents and carers are very positive. The childminder gathers detailed information from parents prior to admission, enabling her to effectively meet individual children's needs and to help with settling-in. Parents receive a daily diary, have access to all of the policies and procedures and information is shared at drop-off and collection times. The children's development files are freely accessible to parents and their comments on the summary sections confirm that learning is shared well between the settings. Numerous 'thank you' letters and cards from parents express their satisfaction with the service provided. The childminder has good links with other settings delivering the Early Years Foundation Stage, such as the school where they attend, in order to compliment their learning.

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

The children make good progress in their learning and development. Accurate observations and assessments are made by the childminder in the development records. These include what children are interested in and what they are learning, and their individual next steps for progression. There are good systems in place to ensure that the six learning areas are consistently covered. The childminder does a baseline assessment with parents before children begin their placement so that their starting points and rates of progress are clear. Plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem.

Active and healthy lifestyles are promoted well in the setting. Children are taken to parks; baby ballet sessions, they play in the garden and visit toddler groups, so they benefit from plenty of fresh air and exercise. Supervised risk taking, such as climbing up the slide is allowed by the childminder so that children can challenge themselves and be proud of their efforts. The meals for children are cooked from scratch and children eat well. Typical ones include shepherd's pie with carrots, broccoli, cauliflower and cabbage. The childminder adheres to her healthy eating policy; this means children are given drinks of water and fresh fruit for snacks. Health and hygiene are considered well. The children use separate towels to protect them from cross-infection and brush their teeth after meals.

Children are polite, well behaved and get on well together. They display good empathy when toddlers see the baby is upset they gently stroke their head to placate them. The children feel safe and are at ease in their warm and loving relationships with their childminder who provides them with lots of smiles, praise and practical support. High levels of individual attention are given to children and they are self-assured in their surroundings. The childminder teaches children about how to stay safe. She encourages them to tidy away toys so they do not hurt themselves and they regularly practise the fire drill.

Children learn very well about themselves and others. Birthdays, and a variety of festivals, are celebrated so that they begin to appreciate similarities and differences of diversity around the world. Outings to interesting places, such as museums, parks, shops and play groups are undertaken with children. These help them to understand the world around them and to foster their social skills. Children are keen to learn how things work. Toddlers persevere well to build a tower of bricks which they eventually succeed in slotting together and then enjoy knocking down. As they do this the childminder counts the number of bricks in the tower to introduce counting numbers. Children giggle infectiously as the childminder plays counting games with them, such as 'round and round the garden'. Shape sorters and inset jigsaw boards are used by children to extend their shape recognition and matching skills.

Myriad art and craft and role-play opportunities are made available for children to express themselves and mark-make. Children act out familiar scenarios, such as pushing the pretend shopping trolley and filling it with play food. Their free artwork is displayed on the walls so that children know that their creativity is valued. The childminder is attuned to the individual speech patterns of children and responds with enthusiasm to the single words and simple sentences they use to promote further language development. Children also learn baby sign language so their communication skills are enhanced.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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

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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