

Inspection report for early years provision

Unique reference number	EY338800
Inspection date	28/09/2009
Inspector	Shazaad Arshad
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.

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 2006. She co-minds from the home of the joint childminder in the Wilsden area of Bradford, West Yorkshire. Together, they take joint responsibility for the childminding practice. The whole of the ground floor is used for childcare purposes along with two first floor bedrooms and a bathroom. Children have access to a rear and front garden for outdoor play. The childminder is close to local amenities, including a library, parks, playgroups and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, or nine children when working with another childminder. She is currently jointly caring for eight children in the early years age group, and nine older children who all attend on a part time basis before and after school. The childminder is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association, and has the NVQ level 3 in home based childcare. She is also an accredited childminder, and her service is quality assured under the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of each individual child's needs and interests, and ensures that she effectively promotes children's welfare and learning to a high standard. Children are safe and secure due to the vigilance of the childminder, and her awareness of safeguarding procedures. The partnerships with parents are excellent and well-established. Good links with the local schools, play groups and other agencies are also established, which provides children with continuity and coherence in their development and learning needs. This means that children progress well, given their age, ability and starting points. The childminder's effective self-evaluation and monitoring systems, ensure that she is aware of her strengths and areas for further development. The setting promotes inclusive practice throughout and the childminder shows a very positive attitude to continual improvement through training attended and meeting the previous recommendations. However, the childminder's first aid qualification has expired, and this is a breach of a specific legal requirement.

What steps need to be taken to improve provision further?

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

- complete a paediatric first aid course approved by the local authority and ensure it is consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage. (Promoting Good Health) 30/10/2009

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

- continue to extend current written planning systems to highlight individual learning objectives for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of safeguarding issues and procedures by undertaking appropriate training. She and her co-minder are committed to keeping children safe and secure whilst in their care, as they conduct detailed regular risk assessments of the premises and the garden. The premises and garden are secure at all times and appropriate safety equipment is used in order to minimise hazards and accidents. However, the childminder's first aid qualification has very recently expired and arrangements are in place to attend another course. Although, there is another childminder present with the first aid qualification, the lapse is a breach of a specific legal requirement. Risk assessments and written parental permissions are in place for when children undertake outings, and they are taught skills to keep themselves safe, such as road safety.

The childminder has undertaken a self-evaluation process which takes into consideration parents' and children's views, and which identifies the childminder's strengths and areas for development. Resources, such as training and advice, are used to help the childminder improve further, for example, the childminder ensures a committed approach to her professional development training and has completed numerous courses. For example, she is continuing to develop her professional practice by relevant level 3 qualification in home based childcare and meeting the requirements of quality assurance through the local authority. The childminder actively promotes equality of opportunity and inclusion through her practice, and the anti-discriminatory policies that are in place. Positive images of diversity and differences in society are represented in children's play equipment and activities that are undertaken, in order to widen children's awareness of these issues.

Partnership with parents is a particular strength of this setting. They demonstrate their appreciation of the care provided for their children, both verbally and in the form of written questionnaires. The childminder provides parents with excellent information about the setting including very informative written policies and procedures. Parents are given verbal and written accounts of the children's welfare and development very regularly. They are encouraged to keep the childminder well informed about their children through daily diaries. Partnerships with other settings, such as play groups, nurseries and schools are also well established because the childminder and co-minder have established systems to ensure information is shared about children's learning and development. Children benefit from the childminder's and parents liaising with the staff at these facilities in order to provide continuity in their learning.

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

Children are making excellent progress in their development and learning, as the childminder provides a stimulating and interesting learning environment full of exciting activities and equipment which is effectively deployed. She has a secure knowledge of all of the areas of learning and uses this to plan various activities suitable for all of the children who attend. She has a very good understanding of children's individual interests and abilities, and she skilfully uses this knowledge to ensure that all of the children participate in a meaningful way.

Children have wonderful opportunities to adopt healthy lifestyles as they learn about vegetables and take part in planting activities. They also enjoy learning about different types of fruit by identifying them in their booklet, and the types of foods that come from different animals. They are encouraged to taste different types of fruit to provide them with a variety of tastes and textures. Outdoor play and fresh air is given great importance at this setting. The children enjoy playing in the well equipped garden where they choose from the wide range of resources and outdoor learning opportunities. They develop good balance and coordination, as they manoeuvre on their sit-and-ride toys. The childminder uses short post it notes and observations as well as more comprehensive written observations detailing next steps. The childminder is currently developing her planning further to clearly highlight individual learning objectives for each child, although she is very knowledgeable verbally about their individuality and their development. Activities are planned that cover all six areas of learning and the childminder also takes into consideration any changes or specific interests. She ensures activities flow with the children's interests so that they remain engaged in the learning experience and are motivated to continue. This means that children make good progress, given their age, ability and starting points. They behave well as they engage well in the wide choice of activities on offer and respond quickly to the childminder's positive behaviour management techniques.

Children are becoming increasingly able to use language and communication to convey their own thoughts, feelings and needs. Children enjoy the broad range of activities available and are able to have free flow between the inside and outside of the setting. The garden area is an extension of the indoor area with water, sand and a range of physical equipment such as large and small slides. The childminder encourages children to access the resources independently, and involves them in decision making such as what items they want to place in the water. The activities are extended when children start talking about the different weather patterns, and children choose to use the rainmaker to make different splash noises and echoes of thunder and large and small splashes. The childminder also provides adult directed activities that stem from children's own interest. For example, after talking about the different animals and sea creatures they have fun painting and talk about things they see in water. The childminder uses their interest to extend their learning and development further such as their language development. For example, she asks where they would find dolphins and crabs and children eagerly answer and attempt to describe the characteristics of the dolphin and its shape. The childminder then encourages and praises them as they form recognisable

single words. Children are curious; they thoroughly investigate other resources. For example, they put on their own wet suits and use umbrellas to role play games outdoors. Children enjoy many outings and learn about road safety on the journey. They enjoy the large play equipment in the park and the childminder makes good use of other local attractions to help children become aware of their environment and world around them. Children are aware of the environment and take part in many panting activities. They talk about where food comes from and why the vegetables they grow are good for them. The childminder encourages the children to be active learners, using a wide range of activities and her skill of interacting and extending their development through play. Resources available help children to develop skills for the future with help and encouragement from the childminder. These include electronic toys, number and problem solving games and puzzles and reading and looking through books.

The childminder strongly promotes healthy eating. Children enjoy home cooked, highly nutritious and freshly prepared meals. Younger children are becoming independent in feeding themselves, as the childminder provides age appropriate cutlery and easily managed plates of food. The menu plans are organised and incorporate the guideline for children's healthy eating. The mealtimes are used as a social occasion and extra food is available when children request it. Children talk about the food they like and why certain foods help make them strong and healthy. Children are developing a very good awareness of their own personal hygiene, for example, they are aware of the need to wash their hands before eating and after using the toilet. Children play in a clean environment, where the childminder minimises the risk of cross infection through effective practice of the comprehensive health and safety procedures that are in place.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 30/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 30/10/2009