

Inspection report for early years provision

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Inspection date	20/01/2010
Inspector	Kaldip Kaur Chaggar-Brown
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is open all year round except for the childminders holidays. The childminder lives with her son in a semi-detached house in Eccleshill, Bradford which is close to local parks, schools and shops. The whole of the house except the lounge and main bedroom is available for childminding. Access to the provision is via steps. There is a secure outdoor play area.

The childminder is registered to care for five children under the age of eight; of whom no more than two can be in the early years range. At present the childminder cares for four children in the early years range. She also minds children aged over six years. The childminder takes and collects children from the local nursery and school. The childminder is a qualified Nursery Nurse and is part of an accredited childminding network. She 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's individual progress is promoted successfully, as a result, of the childminder's understanding of the Early Years Foundation Stage (EYFS). Children's welfare needs are promoted well and they are safeguarded. Systems for self-evaluation are effective and identify strengths and weakness. Clear plans are put into place to address areas of concern. Partnerships with parents and others are well developed to support children's care and learning. The childminder offers an inclusive and welcoming service to both children and parents.

What steps need to be taken to improve provision further?

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

- continue to develop the learning environment to further extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is very organised and has developed policies and procedures in line with the EYFS. This includes systems to ensure that children are safeguarded, for example, all visitor identification is checked. The childminder is suitably qualified and attends many courses to improve her knowledge and understanding, for example, she attended a course to increase her knowledge of diversity following a recommendation made at her last inspection. The childminder strives for improvement and has completed a self-evaluation of her provision, identifying

areas for improvement, such as, the outdoor play area. Resources are well used including the learning environment. Children know where toys are kept and can access the ones stored at their height. Some pictures, posters and labels support children's communication and language in their play, mostly indoors.

The childminder manages risk assessments well, as they are evaluated and appropriate action is taken to minimise them. They are reviewed to ensure there have been no changes. Procedures to safeguard children are well maintained. For example, children are unable to leave the premises unsupervised and the childminder keeps emergency contact numbers close to hand at all times. The childminder has a very good understanding of child protection issues and knows who to contact if she has any concerns. Inclusive practice is promoted well, all children have access to all toys and resources and the childminder values the diversity of children attending her setting.

There are good relationships between the childminder and parents. Good quality information about the service offered is given to parents and they are kept up-to-date through discussions and the use of notice boards, regarding their child's day. Parents are happy with the service offered and value the childminder's professionalism and how their child is developing. Parents add their comments in their child's profile records, which helps build up a whole picture of the child. The childminder has also developed relationships with other providers of the EYFS to ensure progression and continuity of learning and care.

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

The childminder undertakes clear, detailed planning to ensure children receive an enjoyable and challenging experience across all areas of learning, including outings. Information from observations and assessments is used very well to ensure children achieve as much as they can do and any additional learning needs are identified and provided for. Parents are actively involved in the child's care. From the beginning the childminder meets regularly with parents to discuss their children's individual needs, where children are at in terms of their learning and development and what are the next steps in their learning.

The childminder is very flexible in her approach and follows children's interests as they develop. For example, children show interest in a toy piano, the childminder takes this activity further by asking if they would like to play with other instruments, which they do. Children enjoy playing with whistles, blowers, bells, and shakers, making lots of noise. Children actively seek support from the childminder, which results in a very good relationship between them. For example, when blowing bubbles children find it difficult to blow correctly; the childminder demonstrates how to blow through the wand and encourages children to do the same, eventually this results in children being able to blow and produce bubbles themselves. The childminder is proactive in sharing information with children, she talks about what she is doing and why and encourages children to join in. Children are confident, chatty and respond positively to the childminder. They enjoy showing the childminder what they can do, such as, counting up to four by

themselves.

Young children communicate with the childminder in a number of different ways; she understands their needs and responds to them effectively. Children are developing good habits as inquisitive learners, for example, they are interested in what the childminder is doing and want to watch her as she prepares for lunch. She encourages them to count the potatoes with her and talks about who they are for. Skills, such as, sharing are actively developed by the childminder. Children are encouraged to build together with construction toys and are asked to wait until another child has finished playing with particular toys, they pass bowls of food to each other at mealtimes.

Children are learning about the world around them, through activities where they celebrate different festivals, taste food, wear clothes and make craft items all from different parts of the world. They are also learning about their local environment, by visiting places of interest; the local children's centre and taking part in activities, such as, planting seeds in the garden. The children also take part in an interesting activity where they were able to learn about and touch non domestic animals, such as, snakes and millipedes.

Children are well behaved and aware of boundaries. They are learning about right from wrong. The childminder has very good systems in place to ensure that children are aware of safety issues, such as, not playing with bubbles indoors, as they make the floor slippery. Children show pleasure at other children's achievements, such as, younger children feeding themselves. They also show pride in what they can do, such as, putting on coats and fastening them by themselves. Children make a positive contribution that is acknowledged and celebrated by the childminder. Recognition of children's achievements is followed by praise, which the childminder offers regularly.

The benefits of a healthy lifestyle are discussed with children; particularly after they have been taking part in a physical activity like, running around, the childminder explains that they need to rest after this. Children understand about making healthy choices as the childminder provides food that is healthy and not so healthy. As a result, children learn to distinguish between food that is good for them and food that should be eaten in moderation. They are also adopting good hygiene practices, such as, washing hands before preparing food. Children receive very good support from the childminder. As a result, they make good progress in their learning and development.

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	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	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

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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