

Inspection report for early years provision

Unique reference number	EY345179
Inspection date	30/04/2009
Inspector	Ann Webb
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 has been registered for two years and is currently caring for three children all of whom are in the early years age group. She is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The childminder lives in the Eccleshill area of Bradford with her son aged 15 and daughter aged five. All of the ground floor is used for childminding and there is a rear garden for outdoor play. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the provision is good. Children make good progress in all areas of development because the childminder reflects and evaluates positively on the service she provides. The childminder's plans for further development are securely founded on the needs and preferences of the children she cares for. The childminder provides good opportunities for the children to be actively engaged in a varied and interesting range of learning experiences and to be fully included. She effectively plans excellent opportunities for the children to be physically active, make healthy choices in their diet and contribute successfully toward their own personal hygiene. There are successful partnerships with parents and other providers which ensures that children receive good quality and consistent care and education.

What steps need to be taken to improve provision further?

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

- obtain information from parents about what the children know and can do when they first start to attend.

The leadership and management of the early years provision

The children's safety is given a high priority by the childminder, she presents all areas used by the children in a very safe and well maintained manner. Her understanding of how to minimize risks and hazards is well developed and she ensures that all resources, furniture and activities are suitable and safe for the children's use. Written and well documented risk assessments successfully identify all internal and external hazards and actions needed to eliminate and manage risks are effectively highlighted. The children's safety is further promoted through a clear child protection procedure and the childminder's good understanding of how to protect the children in her care.

Parents are provided with good quality information relating to their children's care and education, they regularly view observation records and are encouraged to add information about their children's achievements at home. They complete accident

and medication records with their signatures and are kept fully informed about the outings their children participate in with clear details of all activities.

The childminder is very well organised and manages her time efficiently ensuring that all records, policies and procedures positively contribute towards the needs of the individual children. The children benefit significantly from the childminder's commitment to improving the service she offers, for example, through additional training, quality assurance and self evaluation. Her capacity for improvement is clearly demonstrated through the prompt response to her last inspection. Improvements to children's hygiene routines significantly improve their understanding about their own health and well-being.

The quality and standards of the early years provision

The children show a high level of interest in all the activities provided. They enthusiastically join in with stories, singing and dancing; and their emerging language skills are supported well in a language rich environment. The childminder has a very good understanding of the individual developmental needs of the children because she clearly tracks their progress with observations, photographs and written captions. This enables her to plan successfully for the next steps in their learning. However, there is limited information about what children know and can do when they first start to attend.

The children benefit significantly from the positive partnerships established between the childminder, parents and other providers. Sharing of information about children's progress is given a high priority by the childminder in order to help all children to feel included and succeed in a welcoming environment.

During everyday routines the children gain an excellent understanding about being healthy, for example, they know that brushing their teeth after meals is important and say it keeps their teeth clean, they consistently follow hand washing routines and have very good opportunities to be physically active both indoors and outdoors. For example, they dance around the room to music, use hoops and sit and ride toys in the garden and make frequent outings to the park. They develop a good understanding of the local and wider community; celebrating the traditions and cultures of others and using resources which reflect positive images of race, gender and disability.

The children use number and counting throughout their play, sorting and matching toys and familiar objects. They engage in activities which stimulate their imaginations and creativity, such as painting, craft and role play. They dress up as doctors and nurses assuming roles and using props for taking their temperatures, whilst the childminder reads a book about visiting the hospital. The children are immersed in their play and snuggle up closely with the childminder as the story concludes.

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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----