

Inspection report for early years provision

Unique reference number	EY346444
Inspection date	22/09/2009
Inspector	Rasmik Parmar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2007. She lives with her husband and two adult children in a house in Wibsey, Bradford. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The childminder is close to local amenities, including a library, parks, playgroups and shops.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children at any one time. Children attend a variety of sessions throughout the week. There are three children on roll.

The family have one pet dog.

The childminder 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 childminder has a very caring and nurturing approach towards children are safe and happy. The childminder is committed to inclusion and ensures children are able to fully participate because she has a good understanding of their individual needs and works closely with parents. Effective links with parents helps to involve them in their child's care and education as they are kept well informed of their child's development. A comprehensive and informative self-evaluation ensures the childminder understands her strengths and areas for improvement as part of the process for continuous improvement.

What steps need to be taken to improve provision further?

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

- use the identified 'next steps' in children's learning to plan children's progress towards the early learning goals
- consider putting the risk assessment in writing for better practice.

The effectiveness of leadership and management of the early years provision

The childminder's home is welcoming and child orientated. A good range of play materials and furniture are provided enabling children to play, rest and eat safely and comfortably. The equipment and resources fully promote equality and diversity. They are of a good quality and suitable for the ages of the children to support their learning and development. An inclusive service for families and children is provided, with emphasis on children's individual needs. Information is

shared well between the childminder and parents, through daily verbal communication. This results in the childminder being aware of any changes, and children's home routines being followed, helping children feel secure in her care.

Risk assessments are used effectively in the home and for outings to ensure children's safety. The childminder described the risk assessments efficiently and realised the benefit of having it written.

The childminder has a clear understanding of her legal responsibilities regarding the safeguarding of children and the procedures to follow if concerns arise. She has attended training on safeguarding to further develop her knowledge in this area.

A range of play experiences are planned and provided by the childminder through home based play activities and visits to activity centres, parks and farms. Play materials and equipment are stored safely, enabling older children to see and choose what they want to play with. A good range of baby toys and equipment are available, encouraging children's exploration and interest. The childminder has a good knowledge of children's individual needs and preferences. This is obtained through detailed discussion with parents and her own observations of children's preferences and stage of development. This enables her to follow individual routines, plan for children's developmental needs and support children well in all the areas of learning as they progress.

Links with other settings have not been established yet as children in the early years age group are solely in the care of the childminder. The childminder is aware of her responsibility in establishing links with other settings, such as pre-schools and nurseries, once children use those services, to ensure continuity of care.

The childminder records detailed observations regarding children's development, linking them to the early learning goals and make assessments to identify the next step for further development. However, the childminder is not aware of linking future planning to the identified next steps. Children's profiles are shown to parents to discuss progress and parents views are sought through discussion to improve the service provided by the childminder.

The necessary records and documentation are clearly maintained and well organised. Policies and procedures are shared with parents. The childminder demonstrates a good commitment to ongoing improvement through attending training and developing her own practices. The childminder's self-evaluation is effective and identifies her strengths and areas which need improving in order to maintaining continuous improvement for the overall benefit of children under care.

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

Children's individual needs are reflected in the range of activities and play experiences the childminder provides and the organisation of the environment. A range of interesting baby toys and equipment are presented invitingly for the baby to investigate. The childminder encourages exploration of different textures.

Children are secure and happy in the childminder's care, they smile, vocalise and gurgle as they play. Their self-confidence and emotional well-being is promoted very well by caring, affectionate and supportive interaction with the childminder. For example, she sits with the baby providing close physical reassurance, supporting and encouraging at all times. Close eye contact is maintained between the childminder and baby.

Children are beginning to develop skills for the future, for example, they explore interactive toys and musical instruments. Children's language development is encouraged by the childminder taking turns in making sounds with the baby. Children's achievements are praised and valued, encouraging them to repeat tasks and try again.

Children are learning about their own health and safety as they play and move around safely. For example, the organisation of the environment encourages them to explore safely the toys and materials and increase their independent mobility. The childminder follows good hygiene procedures for nappy change and ensures that toys are frequently cleaned for the safety of children.

The childminder provides children's meals and snacks, with frequent drinks of water. She encourages children to eat five pieces of fruit and vegetables every day as part of a healthy and balanced lifestyle. Children have daily opportunities for fresh air through regular outings with the childminder visiting local parks, soft play activity centres and farms.

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	3
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
--	---

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

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