

Inspection report for early years provision

Unique reference number	EY346811
Inspection date	27/09/2011
Inspector	Mr Rasmik Parmar
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 in 2007 and she lives with her partner and one child in a house in Bradford, West Yorkshire. The childminder works together with a co-minder. The whole of the ground floor is available to children. There is an enclosed garden available for outdoor play. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years; of these, not more than three may be in the early years age group and of these, not more than one may be under one year at any one time. When working with another childminder at the above premises, may care for a maximum of six children under eight years; of these, not more than six may be in the early years age group and of these, not more than two may be under one year at any one time. She is currently caring for four children in the early years age range, six children over five years and three children over eight years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family have two dogs and a guinea pig as pets.

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.

Children are happy, settled and make good progress in their learning and development in a warm, inclusive 'home from home' environment. Effective partnerships with parents and other early years professionals ensure that children's individual needs are consistently met. Self-evaluation and continued training enable the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for assessment to more clearly show children's progress for all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her knowledge of how to safeguard children as she has a good understanding of local procedures for reporting any concerns. These are reflected in her written safeguarding policies and procedures, which are shared

with parents. She has good knowledge of the symptoms of abuse and neglect and how to report her concerns. The childminder conducts thorough risk assessments of all areas of her home and garden and all activities and outings enjoyed by children. Risk assessments are supported by good systems of daily health and safety checks to ensure children remain safe and secure. Overall, documentation that supports children's welfare is well maintained. An accurate register of attendance shows when children are present and confirms that ratios are met, as the childminder works with a co-minder. Any accidents or incidents involving children are recorded in detail and parents are informed. The childminder has written policies and procedures, which are shared with parents. She ensures that prior written permission from parents is obtained to administer any medicines to children.

The childminder's home provides children with a stimulating, welcoming environment where they quickly feel comfortable and at home. A wide range of good quality toys and resources are provided which are easily accessible for children in a free-flow environment, from indoors to outdoors. This enables children to become confident and begin to develop their independence as they select toys, resources and activities for themselves. The childminder provides a fully inclusive environment.

The childminder works very well with parents to meet the individual needs of their children. Information is shared effectively, ensuring that she remains up-to-date with any changes to children's requirements as they grow and develop. She spends time getting to know children, discusses their needs, interests and abilities with parents and works with them at all times to promote children's welfare, learning and development. Parents receive good quality information about their children's daily activities and achievements. Furthermore, the childminder extends her service to the weekend, in order to provide consistency for children when parents are going through difficulties.

The childminder has worked well with parents and other professionals to support children with additional needs. She has liaised with school teachers in the smooth transition of children to school and shared children's assessment records with them. At present, one child attends a school nursery and the childminder is aware of the need to share information with staff to ensure consistency in children's learning and development.

The childminder has effective systems in place to evaluate her practice. She routinely reflects on her work and constantly strives to provide the best possible service. The views of parents are obtained through regular questionnaires and are used to further develop her practice. She accesses regular training to ensure that she is aware of current good practice in early years. She receives regular visits from the local authority who monitor her practice as part of maintaining continuous improvement. The childminder has accessed funding to improve her rear garden, which significantly improves opportunities for children to play in a free-flow, indoor/outdoor environment.

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

Children make good progress towards the early learning goals, relative to their starting points. The childminder provides a stimulating variety of activities that promote learning in all areas. Children enjoy a good balance of adult-led and child-initiated activities. The childminder monitors children's progress through observational assessments, kept for each child, which are routinely shared with parents. She has a good understanding of children's current stages of development and every three months provides parents with a summary of their child's development. However, these do not show children's development for all areas of learning. The childminder knows children well and plans activities to further develop them.

Children have a very close and trusting relationship with the childminder and co-minder and are made to feel part of the family. Children are happy and confident and demonstrate high levels of self-esteem. They have an excellent relationship with the childminder and the co-minder and develop firm friendships with each other. One child who left to go to another country continues to keep in touch with the childminder. A professionally produced photograph of all minded children is proudly displayed within the home and a copy was given to the child to take as a reminder of the bond that continues to be maintained.

Children are very well behaved, and show kindness and concern for each other. Their artwork is displayed as a celebration of their achievements, helping to boost self-esteem and confidence. Children enter the setting looking forward to what they are going to do each day, and quickly become absorbed in chosen activities.

The childminder's good implementation of health and safety routines ensures that children enjoy a clean, safe and hygienic environment. She focuses very well on developing children's safety awareness. Children have a good understanding of the emergency evacuation procedures as they take part in regular fire drills. Children have a good understanding of road safety because the childminder makes very effective use of their regular walks to raise awareness of the hazards of traffic, and to teach them where and how to cross roads safely.

Photographs show children enjoying a vast range of activities as the childminders take children on outings and trips daily. They go for walks to feed the ducks, have picnics in the park, feed the animals in the farm, touch giant tortoise, jump in puddles of water with Wellington boots and water proof suits, play in the snow using the sledge and have fun on the beach. Children have wonderful opportunities to learn about nature and participate in the growing of a variety of vegetables, such as, cauliflower, sprouts, broccoli, peas, tomatoes and potatoes. They have also grown herbs such as lavender, sage and parsley and a variety of flowers.

The childminder spends time playing, talking and listening to children. She promotes their language skills well and encourages children to learn to use the British Sign Language as part of sharing their feelings. Children enjoy sitting with the childminder to complete puzzles, to listen to stories and to sing familiar songs.

They enjoy mark-making activities to develop their early writing skills and learn to develop their problem solving skills through a variety of games.

Healthy home cooked meals and a variety of fruit for snack are provided in accordance with the parents wishes, and drinks are readily available throughout the day. Children eat foods from a variety of cultures as part of broadening their awareness of the wider world, when celebrating a wide variety of festivals. Children learn about good hygiene routines as they are encouraged to wash their hands after using the toilet and before eating, using individual cloth towels to dry their hands.

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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