

Inspection report for early years provision

Unique reference number	EY357041
Inspection date	06/07/2012
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 three children age 14, 13 and two years in a house in Bradford, West Yorkshire. The childminder works together with a co-minder. The whole of the ground floor and the bathroom on the first 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 12 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 two children in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family have two rabbits as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home. They are involved in a good range of activities, both inside and out, to promote learning and development through play and everyday experiences. The childminder has established good partnership with parents and provides an inclusive environment. Effective systems for self-evaluation and sharing good practice lead to a continuously evolving service.

What steps need to be taken to improve provision further?

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

- develop further arrangements for hand drying.

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies and procedures to protect and promote children's health, safety and welfare. She has a secure understanding of the Local Safeguarding Children Board procedures. Thorough risk assessments enable the childminder to identify and minimise hazards to children in the house, garden and on outings. All children carry identification contact numbers with them during outings in case of emergency. Fire evacuation procedures are practised with

children and details logged. All mandatory records and documentation are efficiently organised and maintained.

The childminder's home is welcoming and has a good range of play materials and furniture, enabling children to play, rest and eat comfortably. Resources effectively promote equality and diversity. They are stored safely, enabling children to see and choose what they want to play with. The childminder dedicates her time to interacting with, supporting and supervising children equally to ensure they are all included and their individual routines met.

The childminder has established good partnerships with parents. She shares policies and procedures with them for all aspects of her provision to support them in making an informed choice. Parents provide details of their children's needs and routines and agreements are signed to promote consistency. Parents are kept informed about their child's learning and development through daily communication and the sharing of the assessment records. At present, children are solely cared for by the childminder. However, in the past children have also attended other settings, such as nurseries and the childminder developed suitable links with key-persons in those settings, to ensure continuity and coherence in children's care and learning.

The childminder has formal systems in place to reflect on and evaluate her practice in order to identify key strengths and areas for improvement, to provide better outcomes for children. She accesses training courses to ensure that she is aware of good practice in early years. The childminder has meetings with other childminders to enable her to share good practice in order to continuously improve her service. Also, she provides parents with opportunities for them to describe their views about her setting and this is used as a basis for further self-improvement.

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

All children are happy and confident under the support, care and dedication from the childminder who plans and provides a good range of activities indoors and in the local area to engage children's interests. This helps them to make good progress in all areas of their learning. The childminder knows all children well and has effective systems in place to monitor their progress. Assessment records show children engage in a good range of activities across the six areas of learning and the next steps planned for their development link effectively to the Early Years Foundation Stage.

The childminder is proactive in teaching children about their safety. Children take part in regular fire drills and routines that teach them simple, but effective ways to stay safe. Younger children wear wrist straps and safety reins for added safety during outings and all children carry information about the childminder during outings. Children learn about 'people who help us' and have sat in a police car. Positive relationships are nurtured and the children are settled and happy in the childminder's care. This is reflected in their behaviour, which is managed in a

caring and sensitive way, ensuring children's concerns and needs are fully supported. Furthermore, children's artwork is displayed within the room as a celebration of their achievements and helping them to feel valued.

Children are developing their early literacy skills well and have access to a good range of books that positively promote all aspects of diversity. Children are making good progress in their problem-solving skills. They complete jigsaw puzzles, identify numbers, shapes, sort, match and compare during a wide range of practical activities, developing skills for the future. Children have opportunities to develop their creative skills and thoroughly enjoy designing and creating their pictures using a wide range of colourful arts and craft materials. Children have cut out shapes of their hands and ingeniously created a face of an owl, proudly displayed in the room. Children gain great enjoyment from participating in numerous types of baking activities. Children learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet or before helping the childminder with a baking activity. However, as they share one hand towel there is some potential risk of cross contamination.

Children have opportunities to learn about animals and birds during their outings. They interact with farm animals and collect chicken eggs. They have grown sunflowers and cress seeds and collected spring onions, beetroot and cabbage to make their tea at the childminder's house. Children are provided with healthy home cooked meals and snacks, that meet their dietary requirements and include foods from other cultures. They have independent access to drinking water at times as part of a healthy lifestyle. They have good opportunities to promote their physical well-being by playing outdoors with a bat and ball, football and chasing tails. Children continue to explore the natural environment by using a bug collector to collect mini-beats, such as ladybirds, caterpillars and wood lice and view them through the magnifying glass.

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	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
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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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